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ABSTRACT

This resource guide provides information and strategies for teaching students with mental retardation. The introduction discusses the nature of intellectual disabilities, preparing to teach students with intellectual disabilities, individual educational plans, and student transitions. The next section provides strategies for teachers on: (1) fostering inclusion; (2) adapting curriculum; (3) modifying curriculum; (4) deciding on individual goals; (5) scheduling for individualized goals; (6) reporting to parents; (7) explaining different expectations; (8) balancing teacher time and energy; (9) working with a teacher assistant; (10) planning with a teacher assistant; (11) promoting friendships; (12) dealing with challenging behavior; (13) getting support with challenging behavior; and (14) providing community and work experience. Lists of support organizations, professional specialist associations, and resources are provided. Appendices include: case studies of students with mental retardation and sample individual educational plans; sample questions to discuss at: the school-based team meeting, meetings with parents, and meetings with students; a description and illustration of the curriculum modification process; and a sample schedule of regular class activities. Contains a 10-item list of resource programs, a 13-item list of support organizations, 20 resource guide references, 6 ministry resources, and 33 additional resources.(CR)

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Students with Intellectual Disabilities

A Resource Guide for Teachers

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Province of British Columbia
Ministry of Education

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Students with Intellectual Disabilities

A Resource Guide for Teachers

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The Purpose of this Resource Guide

Schools play an important part in the move toward including all people, with or without disabilities, as full participants in the community. Teachers are taking the lead in this important area of social change.

If you are a classroom teacher who has or will have a student with an intellectual disability in your class, this resource guide can be helpful. Feelings of concern, anxiety, frustration, uncertainty or even outright fear may accompany the news that you will be teaching a student whose particular learning needs are unfamiliar to you.

This resource guide contains practical suggestions for you. It includes information about:

- the nature of intellectual disabilities,
- preparing to teach students and sources of support,
- involvement in the transitions and changes that will occur from K to 12 and beyond,
- tips for teachers covering a wide range of topics,
- case studies, and
- resources and references

This resource guide, combined with your own abilities and creativity, can promote a successful teaching and learning environment. Practical examples are provided in plain language to help answer the questions you may have concerning: Why? How? Where? and When?

About Integration

Integration is one of the major strategies used to achieve an inclusive education philosophy.

Inclusion is the value system which holds that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship and interaction.

Integration provides opportunities for students with special needs to participate and interact fully with other students in schools. However, the emphasis on educating students with special needs in regular classrooms does not preclude the appropriate use of resource rooms, self-contained classes, com-

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munity-based training or specialized settings such as Provincial Resource Programs.

About Collaboration

Working collaboratively is essential when a student with intellectual disabilities is included in your class. This teaching approach to developing and implementing an educational plan may be unfamiliar to some teachers. Collaborating with a variety of other professionals will be a crucial part of this new approach. A school-based team can help make planning and program decisions. Experience has shown that teachers find working as part of a cooperative problem solving group to be helpful. The team may include school administrators, teacher assistants, parents and specialists of various kinds. The team can be a vehicle for referral, individual educational plan development, review and liaison with support personnel and outside agencies.

Inclusion and Integration

Ministerial Order 397-95, the Special Needs Students Order, states :

1.(2) A board must provide a student with special needs with an educational program in a classroom where that student is integrated with other students who do not have special needs, unless the educational needs of the student with special needs or other students indicate that the educational program for the student with special needs should be provided otherwise.

Resources

In addition to this resource you can get helpful ideas from the Ministry of Education teacher support document, *Teaching for Student Differences: A Resource Guide to Support Teachers* (1995).

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The Nature of Intellectual Disabilities

No two students with the same disability will experience its impact in the same way.

The Ministry of Education provides supplementary funding to school districts at two levels depending on the severity of the intellectual disability. For information on the funding categories see *Special Education Services: A Manual of Policies, Procedures and Guidelines, 1995.*

> The identification of students within a particular funding category does not imply that their instructional needs will necessarily be the same. No two students with the same disability will experience its impact in the same way. Examples of different needs and strategies are provided in the case study appendices at the back of this resource guide.

One of these funding levels is called low incidence. In the general population about one tenth of a per cent, or one in every 1000 students, would have intellectual disabilities of this degree of severity. Statistically, one might expect fewer than one student in this category to be present in a neighbourhood school of 400 students."

These students span a very wide range of abilities. The continuum ranges from students who will require assistance with all areas of self-care throughout their lives, to students for whom the acquisition of academic skills and concepts is a reasonable and appropriate goal.

The program designed by the teacher may include areas such as:

- functional academic skills,
- communication skills,
- physical development and personal care,
- social interaction skills,
- community living skills,
- career development/work experience, and
- transition planning.

For students who require assistance with all areas of self-care throughout their lives, specialist teachers and health professionals may be required to assist in the development of these skills. For others, classroom teachers will have all the resources required to meet the student's needs by making adaptations in the regular curriculum. Just as there is a wide range of needs, there is also a wide spectrum of interventions to meet those needs.

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The Ministry also provides supplementary funding at a level called high incidence. In the general population, these students occur with a higher rate of incidence, about two per cent. In a school of 400 students, statistics predict about eight students with mild intellectual disabilities. Some of them may enter the school system without mastering all of the personal skills usually acquired in the pre-school years. They may need help in personal care in the early primary years, ongoing support with academic skills, and occasional assistance with social skills.

Generally, these students learn to function normally in response to the everyday demands of living and usually develop into self-sufficient adults. In school, they may have difficulty attaining the academic skills associated with their grade level, but teachers should not see their disabilities as predicting a limit to their potential. These students often have difficulty understanding concepts of the same complexity and acquiring skills and knowledge at the same rate as other students. Their programs should be adapted to meet these unique learning needs. At the secondary level, functional vocational skills may begin to take precedence over academic skills. During the graduation years, preparation for work and independent living is often the highest priority.

Some students have disabilities in addition to their primary handicap. These may include physical disabilities, visual or hearing impairment, chronic health conditions and behavioural disorders. The effect of these additional disabilities is to magnify the degree of overall handicap. See Appendix 3 for a list of Ministry resource guides for specific areas of needs.

Resources

The Ministry of Education document, *Awareness of Chronic Health Conditions: What the teacher needs to know*, contains information intended to assist classroom teachers in understanding the implications for classroom instruction and management of a number of chronic health conditions.

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Preparing to Teach

The Resource Teacher

All districts and schools do not use the same terms to describe special education personnel. The school-based individual responsible for assisting students with intellectual disabilities is sometimes called a resource teacher, an IEP teacher or an integration support teacher. These personnel are assigned to schools in addition to teacher assistants. In this guide, these teachers are referred to as resource teachers.

So, you have a student with intellectual disabilities in your class, or have been informed that one may be joining your class soon. We hope your concerns will be addressed in this resource and that you will be directed to other people who can be of assistance. No one expects you to do it all yourself.

Preparation and Planning

There are several preliminary things you can do to start preparing for the student. Your principal or special education administrator can inform you about the best way to access specialized personnel in your district. Here are some suggestions of where to start:

- Talk to the person responsible for special education in your school about your initial questions and concerns. If one is not available, talk to the principal or district special education contact.
- Request the student's file and any background materials related to the student.
- Talk to the parents or guardians. They can be an invaluable source of information both at the early stages of planning and later. Ongoing collaboration between home and school is crucial. Parents may have information from other people such as after school or relief caregivers which can enhance the meeting.
- Contact previous teachers for their input about the student from direct experiences. Previous teachers may be able to provide samples of the student's work.
- Request that the student be put on the agenda for a future school-based team or school planning meeting. Jot down the questions you want to ask at this meeting.

Appendix 4

Preparing for the School-based Team/Planning Meeting

The purpose of a school-based planning meeting is to develop an Individual Education Plan (IEP). Before organizing this meeting consider:

- If the student has an IEP in place, read it. It will be the most helpful piece of information you can find.

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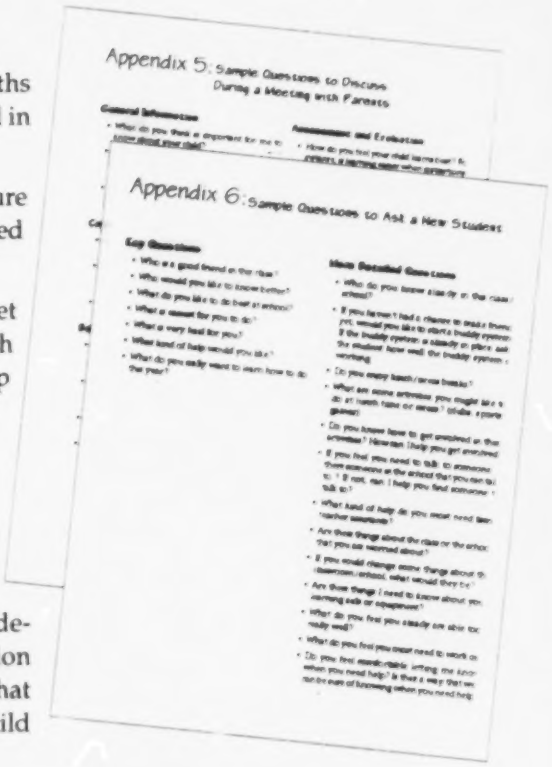
- If there has been an assessment of the student's strengths and needs and level of functioning, it should be studied in preparation for the team meeting.
- If the student is new, and no records are available, be sure to bring a portfolio of student work you have collected and records of teacher observations to the meeting.
- If there is a teacher assistant assigned to the student, get to know this person. Assistants who have worked with the students before will have insights which can help you plan for the student's program.


Appendix 5: Sample Questions to Discuss During a Meeting with Parents

Appendix 6: Sample Questions to Ask a New Student

Talking to the Parents/Guardians

Parents or guardians should be the first line of information for you, the teacher, to learn about the student and his/her needs. Take time to listen to the student's history. This will develop rapport and trust. Parents have a wealth of information from how to effectively communicate with their child and what strategies work best in managing behaviour, to how the child can be motivated.

While teachers maintain the authority to manage their classrooms, it is important to work collaboratively with parents.

Talking to the Student

Students can provide useful insights regarding their own strengths and needs and how these might be addressed in a new setting. Students can also provide helpful information about the level of support previously provided, their interests and existing friendships, and any concerns they might have about a new classroom situation. Be sure to gain assistance if needed to appropriately communicate with the student.

The involvement of siblings and other students in program planning can provide valuable information about a classmate's strengths and needs and ways that the peer group might provide support. In addition, the student's peers can provide practical problem-solving suggestions as challenges arise in various school and community settings.

Parent roles may include:

- Taking ultimate responsibility for the child.
- Advocating for the child.
- Supporting the school in helping the student to meet goals.
- Communicating with the school.
- Participating in planning and reviewing of the IEP.
- Participating in transition planning.

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Individual Education Plans

The student's Individual Education Plan is referred to throughout this document as IEP. An IEP is a working document written by an educational team. It describes the ways and means by which a program for a student with special needs will be carried out, and provides a record of student progress.

Resources

Suggestions related to the IEP process, planning tips and examples of forms are provided in *Individual Education Planning for Students with Special Needs: A Resource Guide to Support Teachers* (Ministry of Education, 1995).

Planning for Instruction

Individual Education Plans

Students with special needs who are receiving ongoing special education service require an IEP. This plan is a concise and usable document which summarizes the student's educational program. The IEP should be implemented and reviewed/updated at least annually. Its development should be seen as a dynamic, ongoing process.

IEPs

- are written records of planning prepared with input from students, parents/guardians, school personnel and other service providers, i.e., preschool staff.
- describe students' current learning, strengths, styles and needs, and identify appropriate goals.
- help in determining the degree of intervention needed.
- describe individual team members' responsibilities.
- provide coherent plans for student learning and service needs.
- should include planning for students' transitions.
- Assist in determining criteria for evaluation.
- help in determining how well students are meeting their goals, and form the basis of reporting students' progress.

The IEP may be brief or complex, depending on the complexity of the student's needs. Some students require minor adjustments to the regular program which can be documented in one page. Other students, with more involved needs, require more detailed and comprehensive plans. In either case, the IEP provides teachers, students and parents with a plan to modify, supplement, or replace parts of the regular curriculum.

Adapted Programs

A student on an adapted program follows the same curriculum as peers in the same grade. The student is assessed using the established outcomes for the grade/course and receives full credit for work if the outcomes are met. The methods of reporting progress are consistent with Ministry grading and reporting policies for the K-12 program. Adaptations help stu-

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More considerations for adapted and modified programs are included in the Teaching Tips section of this resource guide..

dents to meet the required outcomes and to participate more fully in the program with others in the class. Adaptations should be noted in the IEP. Adapted programs recognize the potential of student to receive a Dogwood Certificate. The following are examples of areas that may be adapted:

- Communication—The student's output may be adapted through use of a scribe, computer print-out, a computerized voice system or use of Braille. The input may be adapted through the use of an interpreter or an assistant to explain the teacher's instructions.
- Instruction—The teacher may reduce the number of examples the student is required to do or increase the amount of time provided to complete an assignment. The student may require extra demonstrations or concrete examples in order to understand the material. Some may benefit from being seated closer to the teacher, the board or by having an assistant seated close by. The box on this page is an example of adapted instruction at the Grade 7 level.
- Assessment—Some students may be permitted to respond orally to examination questions; other students may need a reduced number of questions to enable them to complete the test in a given period of time.

Subject	Class Activity	Adapted Activity
Mathematics K-7 IRP Outcome: Display data by hand or by computer in a variety of ways, including histograms, bar graphs, etc.	Graphing data collected the previous day from interviewing peers about favourite things. Use two types of graphs from a possible choice of bar graph, histograph, pictograph or circle graph.	Jess will record data on a pre-designed bar graph for choice of favourite foods or other topic he chooses from the data collected with the group.
Language Arts IRP Outcome: Read independently for meaning and identify key characteristics of characters in fiction or nonfiction.	Independent silent reading of novel study books. Updating of character charts for main characters.	Jess will listen to the chapter of the novel being read by a peer tutor and find pictures in magazines to add to the group's character chart, which correspond to the main character in the novel, with the help of the teacher assistant.
Science IRP Outcomes: Classify plants and animals according to their external and internal features and take responsibility for safe and accurate use of equipment and procedures.	Examining slides of plant and animal cells using a microscope and drawing diagram models of plant and animal cells.	Jess will examine slides of cells and then sort pre-drawn diagrams of cells into two categories, creating a display on experience chart paper. Microscope used in cooperative group with peer help and display activity done with teacher assistant help.

Modified Programs

A modified program focuses on different learning outcomes than those specified in the prescribed learning outcomes for the student's grade or course. Individual goals and objectives are specifically selected to meet the student's special needs and are outlined in the IEP. The goals are established for each student in consultation with parents. Some students may take part in the regular program, but have some modified components (e.g., the mathematics program may be individualized with a consumer orientation). Other students may participate in a program that is completely modified (e.g., the school program may focus on communication and self-care skills).

"The person takes precedence over the curriculum; for some students pragmatic, social processes, or communication goals may take priority over the curriculum content."

The Vision South Peace Secondary School, BCTF Partners for Inclusion

Subject content is substantially different from that stated in the prescribed curriculum for the course or grade. Methods of instruction may also differ from those used for other students. Various assessment strategies to gather evidence of student performance are outlined in the *Ministry Guidelines for Student Reporting*. These include observation, self-assessment, practice assignments, quizzes, written tests, oral and written reports, or student portfolios of work.

School-based teams and teachers, in consultation with parents, need to make decisions about goals for each student based on strengths and needs. Important basic questions of how to enhance the individual's quality of life should be a part of this planning. These are sometimes called "valued life outcomes." In deciding individual goals and objectives for students, be sure to focus on:

- Meaningful participation in the community.
- Development of skills for personal relationships.
- Achievement of self management and decision making.
- Maintenance of personal safety and health.
- Development of skills for independent living.

Structured written comments are used to report the level of success in achieving modified goals and objectives. The use of letter grades and percentages is not appropriate in this case.

A student on a modified program may receive a British Columbia School Leaving Certificate, reflecting achievement of the goals in the IEP.

Resources

Resources with suggestions for modified programs are included in the case studies appendices of this resource guide.

Transitions

Students experience significant transition points throughout their education.

The major points are the transitions into the school system, into secondary schools and into the community. Students may also experience transitions between grades, programs, schools and school districts. Smooth transitions require proactive, early collaboration and planning on the part of everyone involved, including the teacher.

Transitions almost always involve changes in:

- location,
- expectations,
- supports,
- peer groups,
- staff,
- jurisdiction and/or
- lifestyle.

Teachers should be aware that they may encounter some challenges along the way as they plan transitions. District policies and procedures regarding transfer of records may result in delays. There may be requests to speed up the entry of a student into the school, with no plan in place. Maintaining continuity and consistency of support services can be a challenge. The student may have inadequate preparation to cope with requirements in the new area. For example, the student may find it difficult to navigate crowded halls and stairways, to locate classrooms and to buy food in the cafeteria. These challenges can be met successfully with solid planning and collaboration.

The transition process requires careful planning to ensure that the elements of the IEP and the support services required to carry it out are not disrupted or lost. This section reviews important transition points students may experience as they move through the public school system.

Transitions can be more effective when planning includes opportunities for:

- Discussing transitions at a meeting of the school-based/ planning team.
- Involving parents and students.
- Updating the IEP and ensuring that transition supports are in place.
- Reviewing the Student Learning Plan or long range plans. Transition planning for major transitions should allow generous time in order to be successful.
- Clarifying roles and responsibilities.
- Observing the student in the current setting.
- Visiting future facilities by students and current staff.

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Transitions into the School System

Typically, at the time of kindergarten registration or before, the parent will identify the child as having special needs. Often the child has been in a preschool, day care or child development centre and has a history of receiving a range of support services. Parents will need to give permission for this information to go to the school district from Child Development Centres, Supported Child Care Consultants, preschools, and other Ministries or organizations.

Parents often seek reassurance that the supports required to meet the goals of their child's program will continue in the school setting. It is important for parents to understand that there will be ongoing support, but that school-based support may differ in type and quantity. A school-based team meeting, including parents and child-care personnel who are familiar with the child's needs, will facilitate the discussion of supports needed in kindergarten and ensure that the family's goals are communicated to the school and the school's philosophy is shared with the family.

Transitions Between Grades or Programs

A smooth transition of students with special needs from one class or program within a school to another can be facilitated if the key players meet to discuss the student's IEP, to ensure that programming is consistent, and to see that the necessary supports and materials are in place. Information about the student's strengths, needs, interests and celebrations is important to share. Successful modifications and strategies can be noted and any approaches found to be counter-productive can be communicated to the receiving team as well.

Transitions to Secondary Schools

Smooth transition to the secondary school requires careful planning to ensure that elements of the current IEP are relevant and functional with respect to the programming available at the next level. Planning should happen at least one month prior to the change. Planning a year in advance may be necessary for students with multiple needs, as they may require changes to the receiving facilities, and additional support staff .

Resources

For more information, you may wish to refer to *A Handbook for Integrated Case Management* , Child and Youth Secretariat, 1993. See also the section on work experience in the Tips for Teacher section of this resource guide.

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Transitions from Secondary School

Post secondary planning and career paths for students with special needs will be as varied as it is for other students. While some students may wish to continue on to post secondary education, others may choose an apprenticeship program. For some, perhaps because of their interests or the challenging nature of their special needs, an approach that includes extensive on-site training and the provision of technical aids may be required. Some students may require pre-job preparation and extensive simulation and practice.

Transition planning should include the student and family and begin at least two to three years before leaving school. Graduation planning should pay attention to post-graduate training for education or work, recreation, socializing/leisure, personal care and housing. Parents may need information related to community resources, advocacy support groups, housing options and financial support (e.g., GAIN). Other agencies/professionals who will be involved with the student as an adult should participate in the planning process.

Four Key Parts of a Transition Plan

- List the actions needed.
- Name the initiator of each action.
- Set an approximate date for each action.
- Include completion or follow up dates.

Transitions Between Districts

Students transfer from one school district to another for a variety of reasons. Typically, there is a significant delay in receiving records from another school. Parental consent must be received prior to release of records. In order to expedite the process, parents may sign the release form as soon as they are aware that they will be moving. Parents should not expect that the child will be placed immediately upon arrival at the school. A reasonable delay may be necessary in order to plan and gain

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Tips for Teachers

Always...

- Enjoy the student.
- Remember there are other students in your class.
- Encourage independence in all your students.

The development of this resource involved a large number of individuals with varied experiences, professional backgrounds and interests in students with intellectual disabilities. Teachers, parents, social services and health care professionals each brought a different perspective on the needs of children with intellectual disabilities.

It was apparent in the early stages of work on this resource that teachers at all grade levels share many of the same concerns. While philosophical questions are interesting, most of the teachers we talked with wanted answers to the practical concerns: What do I do when the curriculum does not meet the student's need? How do I schedule individualized goals into the regular class activities? How can I promote supportive peer friendships? What is the role of the teacher assistant? And how do I deal with challenging behaviour in the classroom?

This section of the resource guide is designed to answer the most commonly raised concerns. We have identified 14 categories:

- Fostering Inclusion
- Adapting Curriculum
- Modifying Curriculum
- Scheduling for Individualized Goals
- Reporting to Parents
- Explaining Different Expectations
- Balancing Teacher Time and Energy
- Working with a Teacher Assistant
- Planning with a Teacher Assistant
- Promoting Friendships
- Dealing with Challenging Behaviour
- Getting Support with Challenging Behaviour
- Providing Community and Work Experiences

Specific circumstances are sure to raise additional questions. Do not hesitate to contact school and district resource people. Specialized support organizations, listed at the back of this guide, are also available to help.

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Fostering Inclusion

How do I foster an inclusive classroom?

In addition to the many things that teachers already do to foster a positive classroom environment, you might find some of these ideas helpful.

To create a positive classroom environment:

- build a strong, supportive social environment in your classroom.
- set expectations for the student with special needs that are similar to those for all of the other students in your classroom (social, emotional and behavioural).
- discipline the student with special needs when necessary.
- create a support system for the student at recess and lunch times, and for extracurricular activities (e.g., buddy system).
- provide all students with opportunities for making choices throughout the day (e.g., games, group tasks, centre activities).
- provide for circle times or regular class meetings so students can talk about feelings, concerns, ideas, successes.
- involve all students in problem solving.
- pair students for some jobs so that assistance is available if needed.
- find a role for all students in the class regardless of disabilities (e.g., a student who is unable to run a race could be timekeeper).
- communicate positive attitudes towards students with disabilities through your own interactions, comments and behaviour.
- recognize the successes of the student with disabilities as a contributing member of the class.

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Inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship and interaction.

Give yourself, your class and the student with special needs time to get to know each other.

- Allow yourself time to get to know the student.
- Observe and familiarize yourself with the student's needs in your classroom and other environments.
- Use the time to see how the student fits into your style and routines.
- Structure opportunities for you and the class to gain some knowledge about the student's strengths, interests and needs.

Be proactive in preventing and/or responding to teasing.

- Encourage classmates to clearly tell a student if there is a behaviour they don't like, rather than teasing about it. For example, suggest the classmate explain, "I don't like it when you bang the table," rather than laughing and pointing.
- Intercede on behalf of the student with intellectual disabilities to stop any teasing, then teach the student appropriate response strategies.

Use cooperative groupings.

- Identify roles within the small group, as appropriate for each student's abilities.
- Plan tasks to be done by the student with intellectual disabilities so they are important to the final outcome.
- Design evaluation of cooperative group projects so they reflect each person's individual contribution.

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Adapting Curriculum: Options

Adapting the Classroom Environment

When positioning the student in the classroom:

- consider sensory needs: vision, hearing, touch and smell.
- seat at front/back of room.
- seat away from noises (e.g., lights, street, hall, computers).
- use carrel/screens.
- seat with back to window.
- locate near teacher.
- change lighting (light on desk, back to window).

Depending on the student's needs, options for seating at the desk might include:

- a wheelchair accessible desk,
- lap top desk,
- lip on side of desk,
- flip-up-top desk,
- tilt-top desk,
- use large table instead of desk,
- stand at desk rather than sit,
- use a light box, and
- use box to support feet.

General organization options include:

- a "Lazy Susan" to organize the desk,
- drawers beside desk,
- bookends/bookholders to hold books on the desk,
- soup cans for pencils or tie a pencil to the desk,
- attach a pencil to the student with an extension key ring,
- attach assignment list to the desk,
- place a timetable on the desk, possibly in a book,
- reduce excess materials on the desk, and
- colour code class duotangs.

What do I do when the regular curriculum provides appropriate learning outcomes, but the materials or my presentation aren't suitable for a student?

The examples of adaptations on pages 21 to 26 may be helpful to consider when planning to meet a student's individual needs.

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"Flexible, common sense teaching strategies include using a variety of ways to present material to students. It's not just good for students with special needs — it's good for the whole class!"

A B.C. Secondary School Teacher

Adapting Presentation

Pre-organizing

- Highlight key points in the textbook. Student reads just these points.
- Have the student arrive 10 minutes early to go over the day plan.
- Provide support to preview materials before the lesson.
- Give a structured overview at the beginning of the lesson.
- Prepare summary of important information with blanks for the student to fill in while listening.
- Use pre-designed two column note blanks.
- Photocopy information ahead of time.

Giving Instructions

- Repeat and simplify instructions.
- Have a peer repeat the instructions.
- Write oral instructions down and always keep in one place.
- Ask the student to repeat directions to strengthen understanding.
- Complete the first example with the student.
- Act out/model the activity to clarify instructions.
- Tape record instructions to be available as needed.

Other Suggestions

- Demonstrate or model the concepts.
- Adapt your pace.
- Use both auditory and visual presentation.
- Use hand signals or signs to augment oral information.
- Stand close to the student.
- Speak clearly, loudly or quietly depending on the effectiveness for the student.
- Change tone of voice to cue student and sustain attention.
- Break information into steps and monitor comprehension at small stages.
- Use concrete examples.
- Videotape lesson for later review.
- Use multi-sensory examples
- Use different colour chalk/pens for emphasis or coding.
- Use overhead projector and keep each overhead for later review.
- Use high contrast material, particularly for the student with visual impairment.
- Involve student in the presentation (e.g., concept mapping, brainstorming).
- Allow extra time to complete tasks and tests.

22

Adapting Materials

Alternate mode for materials:

- Dictate to a scribe
- Tape record
- Draw pictures
- Cut pictures from magazines
- Build models
- Use the computer
- Enlarge/shrink materials
- Use overlays/acetate on text pages
- Cut and paste
- Use manipulatives
- Use a calculator

Adapted page set-Up:

- Line indicators
- Sections on paper (draw lines, fold)
- Different types of paper (e.g., graph, paper with mid-lines, raised line paper)
- Provide more white space to put answers
- Highlight or colour code (directions, key words, topic sentences)
- Cover parts of worksheets
- Put less information on a page
- Use high contrast colours

Adapted devices:

- Chalk holders
- Adapted scissors
- Built-up pencils, pencil grips
- Bingo marker
- Highlighters
- Erasable pens
- Dycem mats
- Corner pouches
- Number line, alphabet line affixed to desk
- Date stamp, number stamps
- Stencils
- No carbon required paper (NCR)
- Spell checker (electronic)
- Word processing on computer

Preparing adapted materials is a great way for teaching assistants to use their creativity and knowledge of the child.

A student with special needs may be able to assist:

- a younger student in reading or math, as a general assistant, or simply doing up a coat.
- in identifying their own strengths. Consider asking the student with special needs to assist a peer in a subject or skill area the he/she is confident in.
- with school tasks. For example, in the office or the library, watering plants, keeping score during games, handing out books and sharpening pencils.

Adapting Assistance

In addition to the help provided by the classroom teacher, additional assistance may be organized to support the student with intellectual disabilities. This support can range from peer assistance to specialized consultants, depending on the needs of the student.

Non-disabled peers can assist by:

- modeling,
- reading,
- scribing,
- answering questions,
- clarifying instructions, or
- helping to organize.

Teacher assistants can:

- carry out many aspects of the student's individual plan. See pages 37 to 39 for more detail.
- work with the whole class, as well as the student with special needs.

Learning Assistance, resource or consultant teachers can:

- support instruction for the student in the classroom.
- provide problem solving assistance to the teacher.
- team teach, allowing classroom teacher to deal more individually with the student.

24

Adapting Representation of Knowledge

- animated movie
- song
- slide presentation
- report
- bulletin board
- poem
- cookbook
- puzzle
- telephone talk
- map
- maze
- cartoon
- show case
- magazine
- banner
- comic strip
- visual art form
- diorama
- script
- brochure
- brainteasers
- collage
- diary
- newspaper
- time capsule
- blueprint
- video tape recording
- survey
- mural
- sculpture
- timeline
- game board
- commentary
- poster
- book
- speech
- display
- mobile
- scavenger hunt
- tape
- panel discussion
- tour
- interview
- charades
- portrait
- television show
- pantomime
- invention
- play
- radio
- model
- radio commercial
- skit
- puppet show

Assessing a student's knowledge using a variety of means allows students to show what they understand without the encumbrances of language and literacy.

25

Adapting Evaluation

Keep evaluation strategies simple:

- Evaluate on IEP progress
- Set small goals
- Keep work samples
- Do spot checks
- Enlist support of teacher assistant

Vary strategies:

- Set up self-evaluation (What have you learned?)
- Observe demonstrated knowledge
- Use video
- Use individualized criteria
- Set up peer-evaluation
- Use objective observer

Tests:

- Use a scribe
- Conduct an oral test
- Read test questions
- Permit the use of calculators
- Use picture drawing
- Use take-home test
- Permit open-book test
- Use concept maps, webbing
- Remove time limit
- Provide more space to record
- Conduct test in a quiet room
- Enlarge print
- Observe demonstrated knowledge as an alternative to a formal test

Classroom Resources

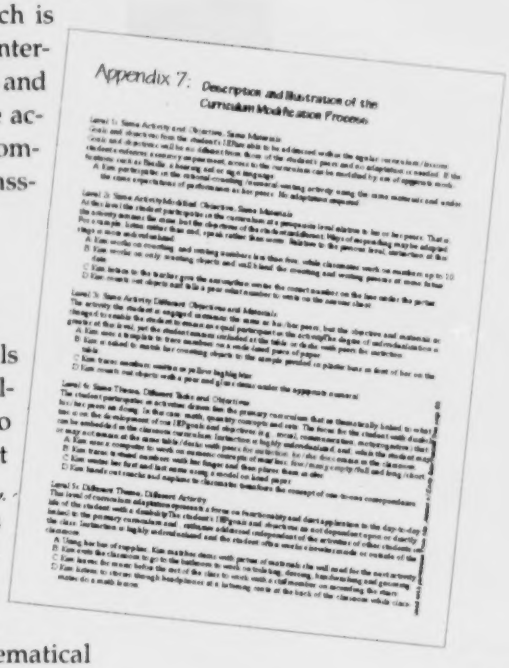
Adapted from *Tips for Adapting Environment, Adapting Presentation, Adapting Materials, Adapting Assistance, Modifying Goals, Adapting Evaluation, Representing Knowledge in Different Ways*, developed by a group of Maple Ridge educators and used with the permission of School District 42 (Maple Ridge).

26

Modifying Curriculum

What should I do when some or all of the regular curriculum does not meet a student's needs?

When adaptations such as those listed under the previous question are not sufficient to meet the needs of a student, it will be necessary to modify the learning outcomes for that student. Individualized goals and objectives will be developed and recorded in an IEP. In some activities, it may be possible for the student to participate fully, while for others the student can be in the classroom but work on another activity which is planned to meet special needs. Opportunities for real interactions between the student with intellectual disabilities and other students in the class should be a priority. Some activities will take place in other settings such as the community, the off-site work placement, or the resource classroom.


Appendix 7: Description and Illustration of the Curriculum Modification Process

Who will set the goals to meet the student's needs?

The school-based team should set the individual goals as part of the IEP process. For many students with intellectual disabilities, these goals are broad and related to social and behavioural areas. For example, a student might need to learn how to manage the use a locker., make use of the school cafeteria, carry on conversations with peers, develop appropriate communication to express feelings, carry out self-care routines, and the like. For other students, the goals may be more academic, such as acquiring a sight vocabulary or basic mathematical skills.

How can I get help translating the goals into objectives with appropriate learning activities and teaching strategies?

The classroom teacher will most likely be the person who is responsible for developing the objectives and strategies. Once the objectives have been decided upon, they may need to be broken down into small learning tasks which can be part of the student's daily activity. Teachers should feel comfortable asking the school-based team for support and advice. In some cases, the planning can be done jointly by the classroom teacher and support personnel in the school, such as the integration support teacher, resource teacher, or learning assistance teacher.

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Goals and Objectives: A Sample

Goal:

- Erin will develop independence in managing his belongings.

Objectives:

- Erin will walk to and identify his locker with the help of the teacher assistant.
- Erin will open his locker with a keyed lock.
- Erin will place his coat, hat and lunch in his locker with the help of the teacher assistant.
- Erin will retrieve his belongings at the end of the day from his locker with assistance.
- Erin will complete the above objectives independently.

Criteria for meeting the goal and objectives:

- Erin will be observed using his locker independently for three days.

Resources

The Journal of Early Intervention, Vol. 18, No. 3 published a description of the curriculum modification process divided into five levels, reprinted as Appendix 7 in this document.

Where can I get examples of good IEP's to use as models?

Teachers who will have a student with intellectual disabilities in their classes can have experienced colleagues walk them through a few examples of IEP's. Colleagues can also provide feedback on the plan as it takes shape. Collaboration with others who are involved in IEP development is also a good idea.

How can I turn a broad goal into objectives?

The example in the box on this page illustrates one individualized goal for a student, with the objectives developed by the teacher, and criteria for meeting the goal. Examples of IEP's with goals and objectives for students with intellectual disabilities are included in the case studies appendices.

Examples of Curriculum Modifications:
Teachers may want to consider modifications such as the following when outcomes are changed to meet a student's needs:

- Give more concrete assignments on a related topic.
- Change learning tasks with similar topic by simplifying or condensing, combining or grouping, or by using special coding.
- Give easier questions on same concept.
- Assign the same materials on other concept. For example, addition instead of multiplication.
- Use high interest/low vocabulary resources.
- Provide community preparation such as:
  - trips to community locations such as stores.
  - opportunities to apply functional skills in different settings.
  - job related experiences such as running a small business.
  - individualize community tasks for each student based on different needs.

When making modifications the teacher should change only that which is necessary to meet the needs of the student, with a view to fostering inclusion.

Deciding on Individualized Goals

How do I make decisions about which skills are critical when I am modifying curriculum to meet a student's needs?

When you are developing a modified program for a student with intellectual disabilities, the school- based team and individual teachers need to keep a fundamental guiding principle in mind: What skills are most important for the student to develop to enhance the quality of life now and in the future? Because this question is so fundamental, it is key to involve the parents as much as possible in answering it.

Teachers need to set high, but attainable, goals so that students can learn the skills they need to successfully meet the demands of adulthood. These demands can be articulated in various ways, but they include these general categories:

- Meaningful participation in activities in the community.
- Development of skills for personal relationships.
- Achievement of self management and decision making.
- Maintenance of personal safety and health.
- Development of skills for independent living.

The *McGill Action Planning System*, sometimes called a Multi Action Planning System, developed by Marsha Forest and Judith Snow uses a family and student focused approach to deciding what to teach to students with special needs. It suggests a two-stepped planning process with the student, parents and friends playing key roles.

Another useful source for making such decisions is *COACH, Choosing Options and Accommodations for Children: A Guide to Planning Inclusive Education*. This program can be used to help guide the involvement of parents and teachers in setting functional goals for modifying curriculum. It uses these categories as organizers: 1. Cross Environmental—Communication, Socialization, Personal Management, Leisure/Recreation, Applied Academics and 2. Environment Specific—Home, School, Community and Vocational.

Gateway Provincial Resource Program has created a fundamental skills curriculum which can be used as a source of ideas for developing individualized goals and objectives which respond to the need for students to learn functional skills. They divide their curriculum into Functional Academics, Self-help and Life Skills and Community Training. Gateway's address is listed Resource Guide References on page 83 of this guide.

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After I set the modified goals and objectives, now can I fit them into the regular class schedule of activities?

Scheduling for Individualized Goals

Scheduling activities to meet the needs of students with intellectual disabilities can be a challenge. The school team and teachers will need to collaboratively develop a schedule for the student's day.

Some very specialized goals can be easily incorporated into the activities of all the children; for example, the goal of sustaining interactions with others could be reinforced in any activity where children are working together or in any opportunities for informal conversation with adults in the school.

Other goals will need to be met through more formally scheduled activities. For example, the activities planned to meet the goal of learning to count money may need to be scheduled during math period.

Some goals will require plans for the student to work outside the regular class. For example, practice managing public transportation will need to be done in the community. Work experience will take place in out of school settings. Self-care goals may need to be worked on in a private location such as the washroom or nurse's office. These out of class activities will need to be considered in the schedule for the student. For students who leave class for specialized services such as medical procedures or speech and language therapy, the schedule should reflect these interruptions in regular class attendance.

Appendix 8: Sample Schedule of Regular Class Activities

Schedules can be organized in various ways. Teachers will want to choose the method which they find most helpful. An example of one method is included as Appendix 8 in this document. The Regular Class Activities chart illustrates a student's schedule organized around the long-term goals set out in the IEP.

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Reporting to Parents

How do I report to parents/guardians on the progress of students who may be on different programs?

The Ministry of Education set out the following requirements for reporting on students with Special Needs, published in 1994 in *Policy for Reporting on Student Progress in British Columbia:*

"Where a student with special needs is expected to achieve or surpass the learning outcomes set out in the provincial curriculum, regular letter-grading and reporting procedures will be followed. However, instructional and assessment methods for some students with special needs may differ, and this will be reflected in their IEP's.

Where it is determined that a student with special needs is not capable of achieving the learning outcomes set out in the provincial curriculum and substantial course or program modification is necessary, specific individual goals and objectives will be established for the student in his or her IEP. The use of letter grades and percentages for reporting on the progress of these students is not appropriate. Structured written comments will be used to report the level of the student's success in achieving modified goals and objectives. In these circumstances the efforts of these student will be recognized by providing them with a Provincial School Completion Certificate. Where a professional support person other than the classroom teacher is responsible for providing some portion of the educational program, those persons should provide written reports for inclusion with the report of the classroom teacher."

The following suggestions are adapted from "Tips for Adapting Environment, Adapting Presentation, Adapting Materials, Adapting Assistance, Modifying Goals, Adapting Evaluation, Representing Knowledge in Different Ways," developed by, used with the permission of, School District 42 (Maple Ridge).

- Use the same report card cover for all students.
- Distribute report cards to all students at the same time.
- Use regular letter-grading practices if the student is expected to achieve or surpass the learning outcomes in the provincial curriculum.
- Write structured comments to report on the student's success in achieving goals when substantial curriculum modification is necessary.
- Schedule regular times for parent-teacher conferences to review the student's progress toward IEP goals.

31

What do I do when other students ask why I have different expectations and materials for a particular student?

Explaining Different Expectations

To the greatest extent possible, use the same routines and procedures for the student with intellectual disabilities as for the rest of the class. This will minimize the special or different status of the student. For example, provide students with homework activities, report cards or special assignments at the same time.

Explain to the class about necessary adaptations or modifications, why they are being used, and how peers can help. They can be helped to develop appropriate responses to the student's behaviour. The class should be familiarized with the student's needs, such as:

- using short, simple directions and many opportunities for practice.
- using different materials.
- providing opportunities to work on two or three short activities if the student has difficulty staying on task for long periods.
- providing more time to finish tasks.
- adapting different way of marking because the student is working on individual goals.
- adhering to predictable routines and limiting distractions.
- establishing some routines just for the student with special needs.
- giving advance notice of changes in routines, if possible. Recognize that there will be times of the year when daily routines tend to fall apart, and that this may be particularly disturbing for the student with special needs.

Resources

The suggestions on this page are adapted from *Making it Work—Educating Special Needs Children in the Regular Classroom* and is used with the permission of the writers, Cheryl Kerby and Sandy Ewankiw, and with the permission of School District 11 (Trail).

32

Balancing Teacher Time and Energy

How can I treat all my students fairly? I'm worried that I'll be spending too much time and energy on the student with intellectual disabilities.

Provide some opportunities for the student with intellectual disabilities to spend time with you doing what everyone else in the class is doing. At other times, the student may need to be pursuing his/her own goals. It takes time to work this out and to make sure that everyone in the class understands the need for flexibility.

- Look for opportunities to adapt class assignments so the student can fit in.
- Remember that all students have a need to fit in with their peers
- Give projects or assignments that allow the whole class to participate to the best of their abilities (e.g., open-ended science projects).
- Keep social goals for the student with special needs as a high priority and schedule many opportunities for the student to work along with the rest of the class in order to work toward these goals.
- Provide time for a variety of small group activities, with changing membership in the groups.

Look for every opportunity to increase independence:

- Teach the student how to organize work.
- Teach the other students in the class how to be supporters, not caregivers.
- Teach the student how to indicate when help is needed.
- Gradually reduce the extent of adult supervision.

33

Use the support systems available to you:

- Recognize that the student with special needs is only one member of your classroom. When you are spending too much extra time with the student, then you need to call on other people.
- Remember this child is not just your responsibility; use the team of professionals available to you.
- Use parents as powerful allies. They know their children well, and can provide some good ideas.
- Use the support staff in the school to help you with materials and programming.
- Call on school and district support teachers to help you turn the objectives into practice.
- Make efficient use of teacher assistants and peer helpers.

Resources

The suggestions listed in this section have been adapted from *Making it Work - Educating Special Needs Children in the Regular Classroom.* Used with the permission of writers Cheryl Kerby and Sandy Ewankiw and with the permission of School District 11 (Trail).

Working with a Teacher Assistant

Working with a teacher assistant in your class may initially take some adjustments on your part. Supervising another adult is quite different from dealing with students. It will take a time commitment at the onset to work out the duties of the teacher assistant, ant there will be a need for ongoing consultation and collaboration throughout the year. The following are some strategies that may assist you and the teacher assistant.

Suggestions for Teachers

- Let your assistant know that he/she is an important member of the team. Treat the assistant with respect and consideration.
- Be clear that assistants are not teachers and should not be requested or required to teach.
- Take prime responsibility for the student and his/her activities.
- Ensure that the assistant works under your supervision.
- Plan in advance for your assistant; include a column in your daybook for the assistant or use another written recording device.
- Establish some regular routines and duties for the assistant.
- Keep open lines of communication—talk about it!
- Find out your assistant's strengths and make use of them.
- Encourage initiative on the part of the assistant.
- Be prepared to make suggestions and give examples.
- Find ways to tactfully correct and constructively criticize. Be sensitive to the assistant's feelings.
- Be specific about what and how the assistant can communicate with parents.
- Be clear about the need for flexibility and model flexible behaviour yourself.
- Have the assistant work with other students while you, the teacher, spend a few minutes in direct instruction with the student with special needs.
- Assign a variety of duties to the assistant to ensure that independence is fostered in the student with special needs.

What do I do when I find out a teacher assistant is assigned to a student in my class?

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Suggestions for Teacher Assistants

The teacher assistant and teachers involved should all familiarize themselves with the assistant's job description and discuss, clarify, and agree upon general duties and responsibilities. The following are some initial suggestions that may be of help to teacher assistants.

- Be prepared to take some time to plan with the teacher and take direction from the teacher.
- Be prepared for an initial period of adjustment on your part and on the part of the teacher.
- Expect polite treatment and respect from the teacher and students.
- Let the teacher know about your strengths, experience, and interests.
- Remember that the teacher is responsible at all times for the students and the learning in the classroom.
- Always get the teacher's approval before trying something totally new.
- Express concerns to the teacher first.
- Provide feedback to the teacher on student progress; the teacher has the responsibility of reporting and communicating with parents.
- Use your best judgment. When in doubt, ask.

An important consideration to keep in mind when working with a student with intellectual disabilities is that there is a possibility that the student will become overly dependent on the adult helper. A student who becomes dependent on the teacher assistant to perform skills is not ready to generalize the skill to the community. As much as possible, the teacher and assistant need to be aware of this and plan interventions which result in minimum dependency. Developing independence should be a priority along with each goal set for the student.

Resources

The suggestions on this page are adapted from *Making it Work - Educating Special Needs Children in the Regular Classroom*. Used with the permission of writers Cheryl Kerby and Sandy Ewankiw, and with the permission of School District 11 (Trail).

Planning with a Teacher Assistant

Be prepared to spend time training your assistant in the duties that will be performed in the classroom and your expectations for class routines and management. Be specific about how you want things done. Recognizing that there are limited opportunities to plan, and that it can be awkward and distracting to attempt planning with an assistant during the class, it is helpful to have written directions for the assistant to refer to in different situations. In this way, the assistant can be proactive, and won't feel the need to wait for suggestions from the teacher about what to do in various situations. Many teacher/assistant teams find it useful to schedule regular meetings as part of their work week to problem solve together.

The following are some suggestions that could be considered for teacher assistant duties.

Assisting with Preparation

- Photocopy, make charts, prepare separate worksheets or drills.
- Get supplies and materials for projects, art, cooking, etc.
- Prepare printing/handwriting book for students.
- Type stories or retype a story so that the reading level is modified.
- Modify questions to be used in assignments.
- Use a longer test as a model for creating a shorter, simpler version.
- Prepare bulletin board displays.
- Mount student work.
- Find pictures, colouring pages, puzzles or word searches related to a topic.
- Search for books or audio materials in the library.
- Put stories on audio tape.
- Make up booklets on a topic.

What do I do when a teacher assistant is unsure about what to do in the class, and I don't have much time to plan with the assistant?

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Provide Follow-up Activities

- Read or re-read the material to a student or group.
- Scribe for a student.
- Listen to student(s) read.
- Modify the activity so the student(s) can complete it.
- Help student(s) practice drama activities.
- Keep the student(s) on task.
- Supervise and assist the student with the assignment.
- Help a child print/write.
- Practice flash cards or other drill activities.
- Work with the student(s) in established activities and routines such as matching, language practice, sequencing or printing.
- Work with a group of students to assist them with their practice.
- Work at the computer on an assignment with the student.
- Refer to the teacher if the student requires new teaching or re-teaching.

Provide Feedback to the Student, Teacher and Parents

- Mark math exercises while the students are working and refer students with difficulties to the teacher.
- Mark homework or worksheets and refer students with difficulties.
- Edit students' writing.
- Keep charts/graphs of student progress.
- Fill out rewards, certificates, etc.
- Keep class charts and graphs up-to-date.
- Give oral or separate tests to students.
- Assist with a behaviour management program.
- Monitor homework completion.
- Prepare and record in home-school communication book.

Provide Assistance with Life Skills/Social Skills

- Assist with personal care, such as toileting, dressing, personal hygiene and eating.
- Encourage appropriate playground interaction.
- Assist student(s) on the playground or in the gym.
- Set up and supervise a buddy program.
- Assist with behaviour management in diverse settings.
- Support the student(s) busing skills and community mobility.
- Accompany the student(s) in the community for various experiences.
- Help the student(s) learn to organize materials.
- Assist student(s) in making choices, such as choosing books.
- Accompany student(s) into other educational settings or work settings.
- Help facilitate peer friendships.

Teacher Assistants

Teacher assistants who work in classrooms with students with moderate to severe/profound intellectual disabilities should have sufficient skills and training for the duties they are assigned, including an understanding of:

- the social, emotional and educational implications of intellectual disabilities,
- functional life skills and career development; and
- technological support

It should be noted that teacher assistants work under the general supervision of a teacher or administrative officer. Inservice training should include opportunities to further develop expertise in these and related areas..

Resources

The suggestions in this section are adapted from *Making it Work—Educating Special Needs Children in the Regular Classroom*. Used with the permission of writers Cheryl Kerby and Sandy Ewankiw, and with the permission of School District 11 (Trail).

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How can friendships and other supportive relationships be promoted for students with intellectual disabilities?

Promoting Friendships

Friendships are vital to the development of all young people. Friendships in school have academic as well as social benefits. For some children, friendships are a way to improve their communication, cognitive and social skills.

Teachers can:

- pay close attention to the seating arrangement. Place a student who is at risk of being isolated in the front of the room, next to peers who will be supportive. Avoid designating space to be used only by students with disabilities.
- use cooperative base groups in which students are encouraged to support one another. Use a partner system in class. Rotate partners on a monthly basis, carefully selecting the partner for the student with special needs.
- conduct awareness sessions with students to help dispel myths about people with disabilities. Encourage students to see the value in each person.
- serve as a model of how to interact with the student, demonstrating respect for the student. For example: avoid talking about the student in front of him/her unless he/she is included in the conversation, let a student know he/she is welcome, show your acceptance of differences and openness in problem solving.
- comment positively on any social interactions between the student and his/her peers..
- use role playing and other techniques to help students develop needed social skills.
- help schedule the student into extracurricular activities.
- invite the student to have lunch and have two or three other students join you.
- recruit two or three students in the class to "show the student the ropes" and provide support when needed.
- explain to the class why friendships are important.
- participate in teacher inservice on friendship building.
- assist peers in developing friendship problem solving skills.
- hold a weekly classroom forum — a time when students can feel free to discuss problems and ways to improve the classroom climate.

Parents can:

- encourage their son or daughter to invite friend to their home. Make your home inviting. Structure activities to foster friendship when children visit.
- help their child become part of an extracurricular activity by becoming aware of the choices and helping to arrange transportation.
- support their child's participation in social activities by attending events.
- keep in touch with teachers. Ask about potential friendships. Foster a sense a belonging to the community by being involved in activities, events and groups.
- communicate with parents of potential friends to dispel any discomfort they may feel.
- participate in parent activities at school to acquaint yourself with other parents.
- provide experiences at home that foster friendship skills.
- keep abreast of current customs in social behaviour amongst your child's peers.
- tap community resources that include interaction between special needs and other children.
- dress their child so that he/she will be accepted by peers. Consider age appropriate clothing, hairstyle and accessories.
- facilitate telephone calls between friends.
- find a volunteer or hire someone to support their child in community activities.

Resources

Resources are available to assist teachers in developing friendships in the classroom. Two of them are *Circles of Friends: People with Disabilities and Their Friends Enrich the Lives of One Another* and *Learning Together: Stories about Children, Regardless of Ability, Learning Side-By-Side* .

Peers can:

- arrange to join the student for lunch on certain days.
- say hello in the halls. Provide encouragement and understanding in stressful situations.
- go over and talk to the student, particularly when the student is alone. Help the student to get to know the environment.
- invite the student to join a club or activity. Become a peer helper. Prompt the student on ways to behave appropriately.
- call the student on the telephone.
- go out of their way to sit with the student on the bus.
- become a part of the student's circle. This helps to make sure he/she becomes a part of the school.
- help the student get around the school. Walk, or wheel, the student to class.
- arrange to sit next to the student in class and to help out whenever needed.
- encourage friends to welcome this student into the group.
- share a locker with the student.
- learn more about the student. For example, learn how to communicate through basic sign language, how to operate a wheelchair safely and what some of the students likes and dislikes are.

Resources

The suggestions in this section are adapted from Appendix 1 in "To facilitate friendships and other supportive relationships...," *The BCTF Case Studies—Partners for Inclusion, No. 1, South Peace Secondary School, Dawson Creek, B.C.*, 1994. Used with the permission of the BCTF.

42

Dealing with Challenging Behaviour

How do I deal with challenging behaviour in the classroom?

Keep in mind that all behaviour is communication. Students "act out" to communicate a need. At one time, the behaviour served a function for the student. Some behaviours become so over-learned that the original purpose for the behaviour is forgotten; the behaviour becomes a pattern. In some instances it is appropriate for the student to exhibit a particular behaviour.

Try not to overreact to behaviour. An intense and abrupt reaction to behaviour may increase rather than diminish its frequency.

If a student's behaviour is sufficiently aggressive as to cause harm to self or others, contingencies should be in place to deal with the behaviour. No teacher or student should endure injury. Remember that all students have the right to be treated with dignity and respect. Use of physical restraint should follow district guidelines and be discussed and agreed upon with the parent. Procedures and circumstances for use should be written into the IEP.

No single behaviour intervention model is guaranteed to work in all situations. Be confident in your own common sense. If all the strategies that have worked for you in the past do not work, don't feel that it is your fault. You may be setting yourself up for failure if you take sole responsibility for dealing with challenging behaviour. Someone in your school or district has very likely dealt with similar behaviour and can add to your repertoire of methods. You should communicate with the parents and the student's previous teachers and consult district specialists for advice.

When a student's behaviour is continuously disruptive to others in the classroom or interferes with progress in learning, teachers may wish to consider:

- determining why the student is behaving in the disruptive manner.
- setting clear expectations and routines.
- using a strategy.
- providing alternative opportunities for the student.

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Classroom Rules

This is a sample list of rules a teacher may consider posting in the classroom:

1. Work on task.
2. Work quietly in your assigned area.
3. Complete your work.
4. Follow task expectations.
5. Allow others to do the same.

Understanding the Behaviour

Determine why the student might be behaving in this way. An important first step is consulting parents to see if they have insight into the behaviour's cause.

- Avoid overreacting to the behaviour. Remember that there may be circumstances in which it is appropriate for the student to exhibit the particular behaviour.
- Review the student's file and talk to parents. Has this behaviour been a concern before? How was it dealt with? Was there success with this approach?
- Have a colleague come in to observe the student's behaviour and take notes. What typically happens just before the behaviour occurs? What typically happens after the behaviour has occurred? Teacher assistants might be assigned to collect this data.
- Consult with the behaviour specialist or counsellor, to determine possible causes for the behaviour (e.g., boredom, over-stimulation).
- Consult with the occupational therapist and physiotherapist to consider if there may be physical causes for the behaviour (e.g., sensory-motor problems).

Expectation and Routine

Set up clear expectations and routines.

- Make your standard expectations and code of conduct known to all students at the beginning of the year. Determine what the limits are for students with intellectual disabilities. Discuss expectations and limits with students. You may wish to consider having a greater degree of tolerance for different behaviours, as long as they aren't interfering with learning.
- Identify a location in the school to use when the student is exhibiting extremely disruptive behaviour.
- Have a prearranged signal to use with the student so that the student knows to change the behaviour (e.g., verbal or physical cues). Explain the cue to others in the class, so they understand the process and can be a part of it. In this way, other students are involved in encouragement, rather than condemnation.

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- Provide predictable routines to help the student anticipate transitions. For example, create a daily calendar with pictures representing key activities so the student can see a sequence of activities and anticipate changes. To facilitate the transition between activities the student can take a picture when the activity has been completed.

Strategy

Some strategies include:

- Try bringing about a change in behaviour by changing what's going on in the classroom.
- Put the student in places/situations where the problematic behaviour is least likely to occur.
- Focus on the rest of the class, and give positive feedback to the students who are behaving appropriately (modelling can be a powerful persuader).
- Schedule activities to reflect the student's variable attention span. (e.g., it may be more effective to schedule several short sessions to complete a task, rather than one long session.)
- Try to determine what the student needs when he/she is exhibiting disruptive behaviour. Can it be provided without removing the student from the classroom? (e.g., a drink of water, a chance to stretch and move around the room for a while, moving to a different spot in the classroom, acknowledgment by the teacher).
- Redirect behaviour of the student by changing the activity, your tone of voice, or the mood of the activity.
- Ask other students in the classroom to engage in problem-solving and make suggestions of strategies for dealing with challenging behaviour
- Determine if the student is in need of a break from the regular routines and set up a plan to provide one.
- Have predetermined ways to deal with teacher stress overload and set them up with appropriate colleagues in the school.

Teachers and parents can cooperate to reinforce the student at home for appropriate behaviour at school. Encouraging the same behavioural goals at school, at home, and in the community can promote learning.

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Opportunities

Provide the student with opportunities to:

- explore the classroom thoroughly, touching and opening to satisfy curiosity (e.g., looking in cupboards and drawers, feeling objects).
- take responsibility for his/her own behaviour by using self-monitoring, and by choosing to go to a predetermined area to calm self down when the need arises.
- identify favourite activities and participate in scheduling the sequence of daily tasks.
- work toward a self-selected activity or other reinforcement.
- demonstrate proficiency in areas of strength, and assist other students who may be having difficulty in those areas.

Getting Support with Challenging Behaviour

If the strategies I've tried have been unsuccessful, how can I get adequate support for dealing with challenging behaviour?

Defining the Behaviour

It is important to identify problems and describe them in clear, objective language. Some people in the field refer to this as operationalizing the behaviour to be measured.

For example:

Instead of...	Describe as...
• Jimmy is mean, and the kids don't like him. • Cathy will not sit still or quietly during circle time. • Bill refuses to stay at his desk.	• Jimmy hit three students during centre period. • Cathy interrupted circle time 10 times with shouting and left the group eight times in 10 minutes. • Bill left his desk eight times during the 15 minute journal writing period. He did not complete his journal assignment.

Collecting Data

While explaining the problem, be as specific as possible, and back it up with facts and recorded data. Data may include:

- when and where the behaviour takes place,
- how frequently the behaviour takes place,
- who is involved,
- what is happening in the classroom at the time,
- how long the behaviour lasts, and
- anything else you feel is important.

You may be concerned about how you can collect data, when you are responsible for a class full of students. The following strategies may simplify the process:

- Identify and record data for one behaviour at a time. Pick the behaviour that is most disruptive to the class.
- Decide the best way to record the data. Sometimes a sim-

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ple checklist will suffice, or you may wish to keep track of the frequency of a behaviour by making marks with a pen on the palm of your hand.

- Ask for assistance from members of the school-based team, the teacher assistant, resource teacher, or the principal. Develop different types of observation sheets, depending on the type of data you want to collect.

It will be most helpful if you can take quantitative data for five consecutive days. While you are taking the data, be consistent in the way you handle the student and the consequences you use. Do not initiate any changes until you have had a chance to evaluate the data.

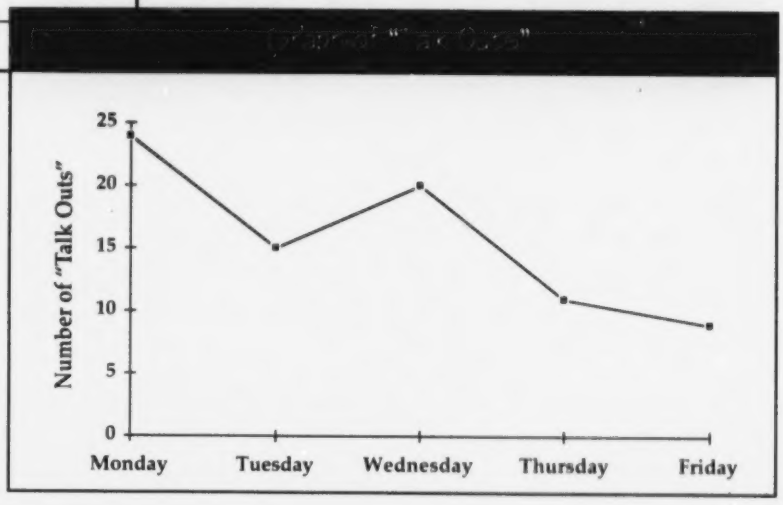
Analyzing the Data

The next step after collecting the data is to analyze it looking for trends or patterns. Try to select the least intrusive intervention first. If you need assistance in choosing an intervention, ask the resource teacher or the school-based team for assistance. Discuss your intervention plan with the parents before implementation.

Recording and Graphing Student Behaviour

Student: Jill Doe
Behaviour: Talking out
Dates: January 1 to January 5

Number of "Talk Outs"	
Monday	𝍸 𝍸 𝍸 𝍸 𝍸
Tuesday	𝍸 𝍸 𝍸
Wednesday	𝍸 𝍸 𝍸 𝍸
Thursday	𝍸 𝍸 𝍸
Friday	𝍸 𝍸



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Planning the Intervention

There are many interventions to consider. Two methods frequently used are a behaviour checklist and contracting.

Behaviour Checklist: The teacher, teacher assistant, or even in some cases the student, uses it to record incidences of problematic behaviours as well as some things that the child does appropriately. When designing the list, try to use positive language. The details will vary according to the student's needs. You may find it helpful to review the checklist with the student every morning to ensure that he/she understands expectations. At the end of the day, the list could be reviewed with the student and some reinforcer applied. In some cases, this list is then sent home to the parent. In this way, they are closely involved and can reinforce the student for positive behaviour. For many students, positive results occur within the first two weeks. Once the student has had two weeks of acceptable behaviour, you may wish to begin phasing out the report by sending it home on a schedule that includes increasing the time spans.

Contingency Contracting: When you want a student to change a specific behaviour, you may wish to consider using a contract. The student's level of abstract reasoning ability will influence the complexity of the contract. The contract needs to be concrete, visual and include cues as reminders. The time, duration and type of reinforcer used depend on the needs of the student. As the student's behaviour improves, the reinforcement schedule can be changed. It is best if you can take data consistently for at least a week before making any changes. When the student has had several weeks of acceptable behaviour, the contract can be discontinued. An important consideration in making contracts is that the reinforcer actually increases the likelihood of the desired behaviour.

Contract Between Jill Doe and Mrs. Jones

Date: January 5 to 9, 1995

Jill: I will not speak out in class for one hour from 9 a.m. to 10 a.m. each day this week.

Mrs. Jones: Jill be be allowed to wear the "Citizen of the Week" button Friday afternoon if she participates in class activities each day this week from 9 a.m. to 10 a.m. without speaking out.

Signatures: Jill _____

Mrs. Jones _____

Defusing Behaviour Problems

Some ways to defuse behaviour problems are to:

- address the behaviour without criticizing the student,
- keep emotions in check,
- maintain a non-combative attitude,
- discuss misbehaviour later rather than while it is occurring,
- allow the student to save face, and
- model and reinforce non-aggressive behaviour yourself.

The principal and the school-based team should know that you are having a problem with a student's behaviour. Show them your data and ask for help. Actively seek out other avenues of support such as a teacher-assistance team or any other problem-solving model used in your school. Keep track of all your requests for help. If you have tried all the school-based resources and still do not feel satisfied with the support provided, ask the school-based team or principal to request additional support from the district.

Keep a record of which strategies are successful in dealing with problem behaviour. This information can prove helpful to future teachers and the student as well. Support groups can be valuable references in understanding student behaviours. Support groups are listed on page 81 of this guide.

Resources

This section is adapted from *Help! How Can I Get Assistance for Students with Special Needs?* and is used with the permission of author, Sylvia Powers, University Hill Elementary, Vancouver, and School District 39 (Vancouver).

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Providing Community and Work Experience

The school is not an island unto itself. Students with intellectual disabilities are included in regular school programs because they are a part of society. The purpose of schooling is to facilitate students' success in the larger community. The community is a very appropriate setting for many of the curricular needs of students with intellectual disabilities. To facilitate students' success in the community after graduation, transition planning should begin early. Practical, hands-on experiences in the community can be a part of students' programs from Kindergarten through to Grade 12.

Students need to develop awareness of the physical and social characteristics of their community, the resources it offers, their right of access to these resources, and their responsibilities to that community. Emphasis on the development of age-appropriate and independent living skills will enable students to use community resources and facilities more effectively. Each community offers unique resources; because of this, the information below focuses on general areas.

Students with intellectual disabilities often have delayed adaptive behaviour. Instruments such as the Vineland Adaptive Behaviour Scales and the Adaptive Behaviour Scale (AAMR) are used as part of the assessment process to determine what the student can and can't do in the areas of personal independence and social responsibility. Adaptive behaviour scales such as these can be sources of information to use as a reference when planning for community experiences.

Guiding Principles for Community Experiences

- Students in adapted programs may require additional experience in the community to learn, practice and apply skills related to the prescribed learning outcomes.
- Students in modified programs may require more functional, community-referenced goals and objectives, and ongoing opportunities to practice skills in different settings.
- Every opportunity should be taken to incorporate relevant community experiences into the traditional subject areas, rather than creating separate "community" programs which can have inappropriate life skills training. For example, students should go shopping as a part of the Home

What kinds of experiences should students with intellectual disabilities have in the community?

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Economics program, skating as part of the physical education program, explore streams as a part of the science program, do work experience as a part of career and personal planning.

Work Experience in the Community

It is as important for students with intellectual disabilities to engage in work experience as it is for others in their peer group. Career and Personal Planning 11/12 includes a 30 hour (1 credit) mandatory work experience component. School districts determine criteria for the work experience components of locally developed career programs.

Plans for work experience for students with intellectual disabilities should be noted in the student's IEP. The work experience program should prepare students for entry into community-based day programs, work, or post-secondary studies. Students should develop pre-employment skills and be involved in community-based work experience opportunities as appropriate.

Work experience should ideally be a meaningful reflection of the individual student's abilities and interests. Success in getting and keeping a job is a complex accomplishment for any individual. Factors which affect this success, such as physical stamina, social interaction, personal hygiene, motivation and task-oriented behaviour are interrelated and should be developed over a series of years. These behaviours and attitudes can be reinforced and integrated into all areas of the curriculum and in all grades.

Parents, teachers and support staff can work together to foster in students a positive attitude towards the world of work and an understanding of the contributions which people with disabilities have made in society. Attention given to the development of positive behaviours and values will help to ensure student success in work environments.

Specific career skills to be taught will depend on an individual's ability, interests and personality. The skills selected should be economically useful and provide the individual with the means to obtain and keep a job. Training goals can be adjusted over time to ensure that students develop marketable skills appropriate for a rapidly changing society. The employment opportunities and requirements of the individual's community also need to be considered when skills are being selected.

Work experience should provide a variety of opportunities to prepare students for the transition to the community. For some students with more significant disabilities, work experience may focus on preparing a student for a successful transition to a group home or community-based day program.

Teachers may wish to consider some of the following suggestions when planning work experience:

- Set up school-based responsibilities and jobs for all the students in the class at the elementary level, in preparation for secondary work experience (e.g., library monitor, mail distributor)
- focus on social skills needed in the work place such as eye contact, cooperation, punctuality and attention to task
- watch for strengths and interests that may contribute to success in work/community
- modify programs with respect to what is needed for transition into the community
- involve the students in community awareness experiences, such as investigation of police stations, transportation systems, banks
- work on skills for independent living as part of class activities
- put safeguards in place for travel in the community (e.g., going in pairs, self-protection)
- find out if a teacher assistant can serve as a job coach
- provide for work experience placements in a variety of different settings and on a variety of tasks (e.g., active, outdoor work in a nursery; office work)
- share your knowledge of and experience with the student with the employer and review the placement to ensure that it complements the students program
- tie secondary programs into community college programs
- focus on the goal of decreasing supervision and increasing the student's independence in work settings
- check into options available from the B.C. Association for Community Living (e.g., work experience, job coaches, recreation/leisure services, social skills training)

Resources

- B.C. Association for Community Living's Federation of local associations.
- Local Telephone Directory (Section on Services for People with Disabilities)
- Community College(s)
- Community Recreation
- Police (assistance with self-protection)
- Public Transit (liaison concerning bus training)

More information about work experience can be found in the *Career and Personal Planning Integrated Resource Package* for Grades 8-12 and in *Career and Personal Planning: A Resource Guide for Teachers.*

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Appendices

Appendix 1: Case Study - Matthew

Where to Start: Planning Considerations

- Bring concerns to a school-based team meeting.
- Refer Matthew for speech-language and behavioural assessments.
- Consult the learning assistance and resource teachers in the school for ideas to use with Matthew while waiting for the team meeting.
- Talk to the parents. See Appendix 5 for sample questions.
- Gather information from people who have worked with Matthew in the past.
- Consider using parent or community volunteers to help with the class to address safety concerns.

The School-based Team Meeting

In addition to the classroom teacher, the school-based team for Matthew is made up of the resource teacher, the principal, a speech-language therapist and a behaviour specialist. Matthew's father joins the team for their initial meeting.

The team discusses Matthew's progress in school last year and how his skills and behaviour at school and home have evolved. A decision is made to address these broad goals for the next three months:

- Increase communication skills.
- Improve social skills.
- Develop counting skills to 10.
- Expand written expression to include his first and last name.

The focus will be on helping Matthew to become more independent and able to communicate his needs in effective and acceptable ways. Matthew will take part in most group activities with the support of a teacher assistant who has already been assigned to the class for another child. The speech-language and behavioural specialists will provide program suggestions for the teacher to use with Matthew.

Grade 2 Teacher's Description

Matthew is a healthy, happy and energetic student with intellectual disabilities in my Grade 2 class. He has a significant delay in expressive language, speaking in one to five word utterances. He knows 10 letters of the alphabet, but he cannot print the letters of his name in sequence. Matthew can copy shapes at his table, but he cannot copy from the blackboard. He can count to five tentatively. Matthew has difficulty managing scissors and other fine motor tasks.

Matthew has a short attention span and at times uses aggressive behaviour to meet his needs. He is easily distracted and can be disruptive to the classroom routines. Safety is a concern as Matthew is prone to wander away from the group when unsupervised.

Grade 2 Teacher's Concerns

- How can I best program for Matthew and at the same time maintain an effective environment for the other students in my class?
- What goals should we set for Matthew for this year and who can I get to help me with the IEP?
- What district personnel should we involve in the planning for Matthew's program?

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Program Implementation Ideas

Academic

- Use structured program to develop of fine motor skills.
- Start an alphabet scrap book for use at home and at school.
- Provide various tactile materials to use for printing practice.
- Have Matthew practice sequencing and counting skills using various objects at home and at school.
- Read stories aloud to Matthew and talk about them with him. Use teacher assistant or older peer helpers in school and parents at home.
- Investigate computer programs to use for counting and alphabet skills.
- Incorporate speech-language sessions into the program, and facilitate opportunities for Matthew to communicate his ideas and needs to peers and adults.

Social/Behavioural

- Include Matthew in a social skills group run by the resource teacher.
- Establish a "Circles of Friends" program in the class. See the references section of this guide for more information.
- Cue Matthew verbally to use words to express his needs.
- Observe Matthew for positive social behaviours and reinforce them with recognition and attention.
- Use escalating logical consequences for inappropriate behaviour.
- Engage Matthew in responsible tasks in the classroom.

Support

- Set up a buddy system within the class.
- Provide for Matthew's safety with the help of a teacher assistant.
- Plan activities the assistant can implement with Matthew.
- Use a home-school book for ongoing communication with parents.
- Collaborate regularly with the school-based team.

Matthew's Individual Educational Plan

The Grade 2 teacher, with support from others, must now develop an Individual Educational Plan for Matthew based on the goals set at the team meeting and the ideas generated by the team. A modified program is required to meet Matthew's needs. Here is part of the plan for Matthew:

1. Long-term Goal: Matthew will interact positively with peers during group work.

Short Term Objectives	Strategies and Resources	Assessment Procedures
Matthew will greet other students by name.	"Name Game" in cooperative learning groups	Matthew will name four out of five members of the learning group.
Matthew will answer questions in the group.	Peer coach, role play and rehearsal.	Matthew will answer at least one question in the cooperative learning group each day for one week.
Matthew will remain in the group until the activity is complete.	Self-charting of successful remaining in the group; reinforce at end of each group session.	Matthew will stay seated in his assigned place for group work each day for a week.
Matthew will decrease his aggressive behaviour towards other students.	Implement a "Second Step" program with the whole class.	Matthew will participate in group activities for one week without hitting or shoving classmates.

2. Long term Goal: Matthew will write first and last name.

Short Term Objectives	Strategies and Resources	Assessment Procedures
Matthew will write first and last name assisted by a model.	Use template of Matthew's name, gradually reducing the size and intensity of the predraw pattern. Practice using sand tray and textured letters.	Matthew will write name on lined paper using model.
Matthew will write name without using a model	Practice and repetition using various media: blackboard, experience chart paper, paint and brush at paint station, etc.	Matthew will write name in various media without model.

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3. Long-term Goal: Matthew will develop choice making skills and communicate his choices appropriately.

Short Term Objectives	Strategies and Resources	Assessment
Matthew will choose between two learning centres and use language to express his choice. Matthew will choose between two books and use language to express his choice.	Modeling of choice and decision making by the teacher and peers in learning groups. Structured opportunities to make choices aided by a peer helper; allowing time for decision making.	Matthew will go to one learning centre or choose a book when given the choice between two. Matthew will independently go to sit with people at circle time.
Matthew will sit with friends of his own choosing during circle time.		

4. Long-term Goal: Matthew will count to 10 and comprehend the use of cardinal and ordinal number to 10.

Short Term Objectives	Strategies and Resources	Assessment
Matthew will review to mastery last year's goal of counting a variety of objects to five.	Use materials from the natural class environment. For example, chairs, books, shoes, etc.	Matthew will count five pennies.
Matthew will establish a one-to-one relationship in counting objects up to 10.	Make counting box for practice, adding groups of objects of Matthew's choice.	Matthew will set up one-to-one correspondence between 10 pennies and 10 candies.
Matthew will chose the correct number of objects when asked to count out a certain number.	Have Matthew count out materials for small group activities.	Matthew will count out the correct number of articles for group work. For example, count out five books from a stack.
Matthew will count a variety of objects to 10.	Use manipulative materials at centres for rehearsal of cardinal and ordinal numbers. Use software which reinforces counting with the computer.	Same as above for 10 books from a stack.
Matthew will identify the ordinal numbers in a series of objects.	Use occasions where students line up to identify ordinal numbers.	Matthew will take the place in line directed by the teacher. For example, the second place in line by counting from the first to tenth.

Appendix 2: Case Study - Mary

Where to Start: Transition Planning Considerations

Questions the School-based Team needs to explore:

- Do we need to apply for funds to assist with work experience through the 1530 form we submit for Mary before September 30 of the school year?
- How can her gradual progression to independent living be supported?
- What options for residence are available in the community and how do these fit into the family's plans for Mary?
- What options for employment or post-secondary training exists?
- How can Mary's social interaction skills be encouraged in her total program?
- Who can provide assistance in making plans for needs in areas such as accommodation, income support, recreation, leisure and transportation?
- Is the student registered with the Ministry of Social Services as a person with a disability?

Items for the CAPP teacher and school-based team to consider:

- What transition plans are already in place as part of the plan developed by the resource teacher?
- Ensure that transition is addressed in Mary's Student Learning Plan.
- Discuss transition issues with Mary and her parents.
- Decide which of the learning outcomes prescribed in the *Career and Personal Planning*, Integrated Resource Package (IRP, 1995) will be used to guide Mary's program and which will be modified or adapted to meet Mary's needs.
- Plan for in-school experience in the use of tools, equipment or technology (e.g., computer) that will be used in work experience setting.
- Discuss ways for Mary to increase her independence in the community.
- Involve representatives from community or support organizations in transition planning. This may include representatives from areas such as Ministry of Social

CAPP Teacher's Description

Mary is a friendly, sociable and outgoing student in Grade 11. Although her first years of secondary education were in segregated settings for students with intellectual disabilities, she has been integrated in this school for two years. Integration has been gradual and Mary is making excellent progress towards her IEP goals. Mary spends part of her time in regular classes and is in my Career and Personal Planning 11 course. She is also involved in a work experience program, with the support of a teacher assistant, and has one block in the resource room. Mary will be graduating with her peers next year.

Teacher's Concerns

- What transition plan for after school has been developed for Mary and how can I support this plan?
- What goals should we include in her IEP to promote the skills Mary will need in a work experience placement?
- Can we access funds to get the support Mary requires during her work experience? Mary already has resource support for the program inside the school. The resource teacher and school-based team are coordinating the academic side of her program.

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Services, Ministry of Skills, Training and Labour, Ministry of Health, community colleges, or the British Columbia Association for Community Living.

School-based Team Meeting

In addition to the CAPP teacher, the school-based team is made up of the resource teacher, a social worker from Social Services, the work experience facilitator, and Mary's parents, who brought along a representative of the B.C. Association for Community Living. The group discusses Mary's current progress in her in-school program and the parents talk about their plans which have already been put in motion for Mary to gradually move from their home to a semi-independent living arrangement sponsored by the BCACL. There is general agreement that Mary's school program should include a work experience placement in the community with a teacher assistant as job coach, at least initially. The team decides which of the learning outcomes from the curriculum document, *Career and Personal Planning: Integrated Resource Package* (IRP) which will be the focus of Mary's program:

- to further develop ability to make decisions effectively.
- to practice healthy and safe life style choices and on the job safety habits.
- to practice job related social skills such as eye contact, staying on task and following directions.
- to further develop personal autonomy, especially moving about the community independently.
- to develop an awareness of abuse prevention strategies.

Mary's Individual Educational Plan

The following are some of the goals and objectives the resource teacher and the CAPP teacher develop collaboratively from the broad goals of the team meeting.

1. Long-term Goal: Mary will independently walk in the community.

Short Term Objective	Strategies and Resources	Assessment
Mary will cross the street safely at an intersection controlled by traffic lights	Break the skill down into component parts: walking on the sidewalk, stopping at each corner, attending to the traffic light and waiting for the green light, checking in all directions for vehicles, waiting for a safe time to cross, crossing with caution. Modeling and practice of each step may be needed before success is met. The teacher assistant will monitor and record as skills are developed.	Mary will safely follow all the component parts of the procedure for crossing the street at a light 100 per cent correctly at three separate sessions.
Mary will cross the street safely at a crosswalk.	Use a similar approach as above. Emphasize recognizing whether or not a vehicle is stopping at the crosswalk.	Mary will safely follow all the component parts of the procedure for crossing at a crosswalk 100 per cent correctly at three separate sessions.
Mary will independently walk from home to school	Parent and teacher will work out a system to gradually increase the portion of the walk Mary does independently.	Mary will walk from home to school independently for a week. The next goal will be to go to and from the job site.

In order to keep accurate records of the progress on this type of goal, it may be helpful to develop a form to be used by the teacher assistant. The next page is an example of such a form from *Community Training*, of the Functional Skills Curriculum of Gateway Provincial Resource Program. This series, developed for use with students with autism and students with intellectual disabilities, has very practical ideas that can be useful for planning programs

Student Name: _____

Street Crossing Program - Level 1
Crossing at Crosswalk - Raw Data Recording Sheet

Teaching Instructions:

1. Give verbal and physical prompts as required
2. Indicate whether directive required and/or total number of prompts
3. Record data on three different locations
4. Criteria for change: 3 sessions at 100% correct response - 3 trials per session

Step	Date & Initial	1	2	3	Date & Initial	1	2	3	Date & Initial	1	2	3
1. Stops at corner												
2. Looks to right												
3. Checks to see if cars are coming												
4. Looks to left												
5. Checks to see if cars are coming												
6. Waits if cars are coming												
7. Rechecks quickly to the left and right												
8. Crosses street if no cars are coming												
1. Stops at corner												
2. Looks to right												
3. Checks to see if cars are coming												
4. Looks to left												
5. Checks to see if cars are coming												
6. Waits if cars are coming												
7. Rechecks quickly to the left and right												
8. Crosses street if no cars are coming												
1. Stops at corner												
2. Looks to right												
3. Checks to see if cars are coming												
4. Looks to left												
5. Checks to see if cars are coming												
6. Waits if cars are coming												
7. Rechecks quickly to the left and right												
8. Crosses street if no cars are coming												

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2. Long-term Goal: Mary will identify stores and businesses in the community.

Short Term Objective	Strategies and Resources	Assessment
Mary will identify each of the following in groups of stores and businesses: Food: grocery store, bakery, deli and corner store. Recreation: library, community centre, swimming pool and restaurant. Other: bank, laundromat, hairdresser, drugstore, doctor and dentist offices	Walk through community taking pictures of each of the businesses. Model the naming of each and its function. Have Mary make a scrapbook using photographs and pictures to reinforce each business. Use the scrapbook with a peer tutor to reinforce identification. The teacher assistant will walk with Mary through the community with the scrapbook, prompting with questions: What is this building? What can we do there? Practice and reinforce, recording Mary's rate of success.	Mary will correctly identify the 13 buildings and say what can be purchased there or what activity can be carried out there. Walking through the community on shopping or other functional outings, Mary will choose the appropriate building to buy food, swim, etc.

3. Long-term Goal: Mary will understand and follow the safety rules at the job site.

Short Term Objectives	Strategies and Resources	Assessment
Mary will use equipment safely.	Before starting the work placement have Mary rehearse the use of equipment. For example: tools, cleaning supplies, etc., with the help of the teacher assistant. Have Mary make a picture activity card for each item to use as prompts to practice the names and safety precautions for each item. On the job, use picture activity cards to monitor and record the progress of compliance with safety rules.	Mary independently uses equipment safely for one week. You may want to list each piece of equipment separately and set assessment criteria for each one.
Mary will locate and use an exit in case of emergency fire alarm.	On the job practice.	Mary will exit the building independently when the fire alarm sounds.
Mary will return equipment to the correct storage places.	Label storage areas with picture templates. Practice matching equipment to the templates on the job site several times each day. Gradually remove the templates until they are not needed.	Mary will correctly replace equipment at the end of each work session each day for a week.

Appendix 3: Case Study - Jennifer

Where to Start: Planning Considerations

If similar levels of support continue, Jennifer is likely to make gains as she has done in the past.

- Involve the school-based team, speech-language pathologist and teachers who have worked with Jennifer in the past.
- Plan for the development of independence at the onset of menstruation; include parents, public health nurse and occupational therapist.
- Plan for adaptations to science and social studies and seek support to develop modifications to reading and mathematics curriculum.
- Consider whether solitary play is a concern which may limit her friendships.

The School-Based Team Meeting

In June, before Jennifer enters Grade 6 the next fall, the school team meets to plan her program. The current Grade 5 teacher, the grade six teacher, the support teacher, the speech-language specialist and the occupational therapist take part in the meeting. Jennifer's parents both attend and take an active and vocal role in the meeting.

The team decides that the support teacher and grade six teacher will cooperatively develop the language arts and math modifications. They set up a future work session for this collaboration. The group agrees that teaching to mastery is key for Jennifer to retain concepts and skills she has learned.

The parents express concern about two areas: transition to high school and puberty changes. A plan to meet with the high school staff responsible for students with special needs is made for later in the fall. The group agrees that part of Jennifer's program for grades 6 and 7 should include social and self management skills required in the secondary setting. The occupational therapist and family will work together on a sexuality education plan for Jennifer before she goes to high school to start after the new year.

The speech-language therapist will work with Jennifer and her teacher for five sessions in the fall to establish an oral language development program. An assessment of Jennifer's speech-language will be done in preparation for these sessions so that the

Grade 6 Teacher's Concerns

- What gains can I expect Jennifer to make in my class?
- Which of the curriculum outcomes will be appropriate for Jennifer and which will I need to modify?
- What kind of adaptations to my teaching approach should I consider to best teach Jennifer?
- Does she need special speech-language instruction?
- Who will help me develop her program and carry it out?

Grade 6 Teacher's Notes from Transition Planning Meeting

Jennifer will be in my Grade 6 classroom in September. She is an emergent reader with a vocabulary of approximately 300 words. Jennifer can print her name and recopy what she has dictated to the teacher assistant. Her speech is difficult to understand and she often gives two to three word answers. Multi-syllabic words are sometimes unintelligible. Jennifer identifies numbers, counts to 20 and has some proficiency in adding. In science and social studies she is able to do the same course work as other students when existing materials are adapted and assignments are shortened. Generally, Jennifer pays attention for 10 to 15 minutes at any activity. If particularly interested in the

...continued

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activity, her attention span may increase to an hour. When she has finished a task, Jennifer reads or draws without disrupting other students.

Concepts which are taught may be lost within two to three months if not practised frequently. It often takes four to five teaching sessions on a concept, such as the characteristics of mirrors, before the concept is firmly held in long term memory. However, her parents and previous teachers describe her long term memory as "phenomenal." Jennifer has been integrated into the regular class since kindergarten and her social skills such as making eye contact and respecting other's physical space are good. Despite this, she often chooses to play alone at recess and lunch. She is able to eat her lunch and use the bathroom independently. The mother has concerns about Jennifer's adapting to changes brought on by puberty.

speech-language therapist has up to date information to use in planning for Jennifer's needs.

Jennifer will follow the regular science and social studies curriculum with adaptations and modifications. The classroom teacher will develop the Individual Educational Plan goals and objectives for these subject areas in consultation with the support teacher. The team decides that developing social skills needed for high school will be part of Jennifer's goals for science and social studies.

Jennifer's Individual Education Plan

This sample shows the IEP goals and objectives developed from the outcomes for Grade 6 science in *Science K-7, Integrated Resource Package,* and adapted to meet Jennifer's needs.

Jennifer will follow the regular curriculum with the following adaptations to meet her needs.

Needs	Adaptations
Needs help with notes and keeping notebook organized.	Peer tutor will help Jennifer develop a set of short, simplified notes which cover the main ideas of each lesson, using pictures when appropriate.
Needs frequent review of key concepts to reinforce long-term memory.	During oral language sessions with the resource teacher Jennifer will review her science notes for the week each Friday. Parents will also use science notes as a source of material for home discussion and reading practice.
Needs ways to demonstrate knowledge as alternative to written tests.	Use oral assessment designed by teacher and carried out in the resource room. Provide opportunities for Jennifer to demonstrate during lab sessions that she understands key science concepts.
Needs compacting of main outcomes to decrease breadth of material studied.	Evaluate Jennifers/performance on 50 per cent of the class's outcomes, to be set at the beginning of each unit of study. Focus assessment of the remainder of science around her long term goals developed for language arts and mathematics.
Needs visual presentation of concepts to support understanding.	Provide support resources for the class to accompany the regular text with clear, colorful, realistic diagrams or photographs. Use copies to augment Jennifers notes.
Needs assistance in reading text and other materials for assignments.	Jennifer will listen to classmates read assignments orally in cooperative learning groups and have adult support to interpret written instructions.
Needs extra time to complete assigned tasks.	Allow Jennifer additional time to complete the assignments.

Appendix 4: Sample Questions to Discuss at the School-based Team Meeting/Planning Meeting

Planning

- Who will be the coordinator of the Individual Education Plan?
- What, if any, preparation time will be provided for planning?
- Will the student be integrated into my class full time?
- Is there a teacher in the district who has a student with similar needs with whom I could meet?

Safety/Emergencies

- Are the procedures in place for emergency evacuation, if assistance is required for this student/
- Who are the Child's alternate contacts if the parent or guardian is not reachable?

Health

- Is this student on medication? Who is responsible for the administration?
- Does the student have seizures? If so, how should I handle them?

Transportation

- What transportation arrangements have to be, or have been, established?
- If there is an early dismissal, how does this student get home?

Support Personnel

- Does the student have an assistant? Part time or full time?
- Who else can help me with this student?
- What other people/agencies are involved with this child?
- Are there any community arrangements that will impact on this child's program?

Personal Care

- Is the student able to use the washroom independently?
- Can the student manage dressing and lunch routines independently?

Behaviour

- Does the student need special supervision at recess and lunch/
- If the door is left open, will the student be safe?
- Are there other behaviours that I need to be aware of?

Adaptations and Modifications

- Is there special equipment (e.g., augmentative communication) for this student?
- Is preferential seating recommended for this student?
- Are there any changes to facilities required in the classroom/school?
- What adaptations to instruction/materials should I make?
- Who will support me in these modifications and adaptations?
- What modifications do I need to make to the curriculum I teach?

Assessments

- What should I keep in mind concerning assessment and reporting on this student?
- What assessments have already been done, and what is the process for getting an assessment done if there has not been one?

Resources

- What support materials can I access to assist me with this student?

Appendix 5: Sample Questions to Discuss During a Meeting with Parents

General Information

- What do you think is important for me to know about your child?
- What is your long-range vision for your child. What do you see him/her doing when he/she is twenty years old.
- What are your goals regarding integration for your child?

Communication and Adaptations

- What works best at home when communicating with your child?
- Does your child require communication support such as sign, visual clues, or other augmentative communication systems?
- Does your child need any special equipment?

Behaviour

- Could you tell me about your child's challenges and what this might mean in my classroom?
- Are there any things I need to know to help me manage group activities on outings with your child?
- Can you tell me what might make your child upset or afraid?
- When other children ask about your child's differences, how do you handle this?

Assessment and Evaluation

- How do you feel your child learns best? For instance, is learning easier when instructions are listened to or when written down?
- What positive feedback do you give when your child succeeds at home? What spurs your child on to greater efforts?
- In what areas has your child experienced particular success?
- In what areas would you particularly like your child to succeed this year?
- What can your child do independently? What would you like to see accomplished in this area this year?

Home and School

- Is there further information you feel I should know about your child
- How do you see your involvement the school and your child's program?
- Are there any questions you would like to ask me?

Appendix 6: Sample Questions to Ask a New Student

Key Questions

- Who is a good friend in this class?
- Who would you like to know better?
- What do you like to do best at school?
- What is easiest for you to do?
- What is very hard for you?
- What kind of help would you like?
- What do you really want to learn how to do this year?

More Detailed Questions

- Who do you know already in this class/school?
- If you haven't had a chance to make friends yet, would you like to start a buddy system? If the buddy system is already in place, ask the student how well the buddy system is working.
- Do you enjoy lunch/recess breaks?
- What are some activities you might like to do at lunch time or recess? (clubs, sports, games)
- Do you know how to get involved in these activities? How can I help you get involved?
- If you feel you need to talk to someone, is there someone in the school that you can talk to ? If not, can I help you find someone to talk to?
- What kind of help do you most need from teacher assistants?
- Are there things about the class or the school that you are worried about?
- If you could change some things about the classroom/school, what would they be?
- Are there things I need to know about your learning aids or equipment?
- What do you feel you already are able too really well?
- What do you feel you most need to work on?
- Do you feel comfortable letting me know when you need help? Is there a way that we can be sure of knowing when you need help?

Appendix 7: Description and Illustration of the Curriculum Modification Process

Level 1: Same Activity and Objective, Same Materials
Goals and objectives from the student's IEP are able to be addressed within the regular curriculum/lessons. Goals and objectives will be no different from those of the student's peers and no adaptation is needed. If the student evidences a sensory impairment, access to the curriculum can be modified by use of appropriate modifications such as Braille, a hearing aid or sign language.

A Kim participates in the rational-counting/numeral-writing activity using the same materials and under the same expectations of performance as her peers. No adaptation is required.

Level 2: Same Activity, Modified Objective, Same Materials
At this level the student participates in the curriculum at a prerequisite level relative to his or her peers. That is, the activity remains the same, but the objectives of the student are different. Ways of responding may be adapted. For example, listen rather than read, speak rather than write. Relative to the previous level, instruction at this stage is more individualized.

A Kim works on counting and writing numbers less than five, while classmates work on numbers up to 10.
B Kim works on only counting objects and will blend the counting and writing processes at some future date.
C Kim listens to the teacher give the answer, then writes the correct number on the line under the picture.
D Kim counts out objects and tells a peer what number to write on the answer sheet.

Level 3: Same Activity, Different Objectives and Materials
The activity the student is engaged in remains the same as his/her peers, but the objective and materials are changed to enable the student to remain an equal participant in the activity. The degree of individualization is greater at this level, yet the student remains included at the table or desks with peers for instruction.

A Kim uses a template to trace numbers on a wide-lined piece of paper
B Kim is asked to match her counting objects to the sample provided in plastic bins in front of her on the table.
C Kim traces numbers written in yellow highlighter.
D Kim counts out objects with a peer and glues items under the appropriate numeral.

Level 4: Same Theme, Different Tasks and Objectives
The student participates in activities drawn from the primary curriculum that are thematically linked to what his/her peers are doing. In this case: math, quantity concepts and sets. The focus for the student with disabilities is on the development of core IEP goals and objectives (e.g., social, communication, motor, cognitive) that can be embedded in the classroom curriculum. Instruction is highly individualized, and, while the student may or may not remain at the same table/desks with peers for instruction, he/she does remain in the classroom

A Kim uses a computer to work on numeric concepts of more/less, few/many, empty/full and long/short.
B Kim traces textured numbers with her finger and then places them in order.
C Kim writes her first and last name using a model on lined paper.
D Kim hands out snacks and napkins to classmates to reinforce the concept of one-to-one correspondence.

Level 5: Different Theme, Different Activity
This level of curriculum adaptation represents a focus on functionality and direct application to the day-to-day life of the student with a disability. The student's IEP goals and objectives are not dependent upon or directly linked to the primary curriculum and , rather, are addressed independent of the activities of other students in the class. Instruction is highly individualized and the student often works elsewhere, inside or outside of the classroom.

A Using her bin of supplies, Kim matches items with pictures of materials she will need for the next activity.
B Kim exits the classroom to go to the bathroom to work on toileting, dressing, handwashing and grooming.
C Kim leaves for music before the rest of the class to work with a staff member on ascending the stairs.
D Kim listens to stories through headphones at a listening centre at the back of the classroom while classmates do a math lesson.

Appendix 8: Sample Schedule of Regular Class Activities

IEP Goals	Regular Class Activities								
	Arrival	Journal Writing	Recess	Language Arts	Lunch	Physical Education	Social Studies	Science	Dismissal
Develop Social Skills	Practice greeting people by name.	Use communication book with teacher assistant.	Participate in organized games.	Take part in co-op reading group.	Practice courtesy rules during eating and socializing.	Practice taking turns.	Work at centre with peer helper.	Work at centre with peer helper.	Line up with friends to wait for parent.
Improve Decision Making	Choose place in line.	Pick topic from communication book.	Pick between two games.	Choose book for group to read.	Decide order to eat food.	N/A	Decide between two centres.	Decide between two centres.	Choose who to stand with in line.
Staying on Task	Complete routine of storing belongings.	Stay on-task for 10 minutes.	Stay with the game chosen.	Remain in groups during activity.	Finish lunch and remain seated for 15 minutes.	Stay in group for activity.	Stay in each centre for at least 10 minutes.	Stay in centre for at least 10 minutes.	Complete routines of retrieving all belongings and take home work.
Participating in Group Activities	Enter with classmates.	N/A	Play with classmates.	Answer questions about story, using comm. book.	Help with clean up in groups.	Play with peers.	Peer pairs.	Peer Pairs.	Exit with classmates.
Lengthen Interacting Behaviour	Extend greetings to interaction with comm. book.	Connect comm. from two pages in the comm. book.	Stay with game as long as peers do.	Use more than one page in book to answer questions.	N/A	Practice gesture communication with peers in group.	Increase peer session to 15 minutes.	Increase peer session to 15 minutes.	N/A

Resources

Provincial Resource Programs

The Province funds a group of education alternatives known as Provincial Resource Programs (PRPs). These programs are intended to assist districts to meet the educational needs of students in exceptional circumstances. Some of the PRPs provide specific services for students with special needs throughout the province, either on an outreach basis or within a provincial centre. Information about accessing services from the PRPs is included in *Special Education Services—A Manual of Policies, Procedures and Guidelines* (Ministry of Education, 1995).

In some cases, services are being provided by other Ministries, and students involved require educational programs. Examples of this type of program include:

Chrisholme, Langley
Serves students with mild intellectual disabilities who also evidence social/emotional problems.

G.F. Strong Rehabilitation Centre, Vancouver
Serves students with physical and/or neurological impairments, including students with severe head injuries.

Queen Alexandra Hospital Educational Program, Victoria
Serves students who are physically dependent with multiple needs.

Rainbow Ridge, Maple Ridge
Serves students who are medically fragile with multiple disabilities (dependent disabled).

Sunny Hill Educational Program, Vancouver
Serves students who are physically dependent with multiple needs.

Provincial Integration Support, Victoria
Serves students with severe/profound physical disabilities.

Gateway House, Delta
Serves students with pervasive developmental disorders, autism and/or severe and profound intellectual handicaps with an accompanying behaviour disorder.

Resource Programs with Consultative Functions Related to Intellectual Disabilities

Gateway House Consultation and Support Services

Assessment and consulting services to serve students with pervasive developmental disorder, autism and /or severe intellectual disabilities with an accompanying behaviour disorder.

4812 Georgia Street
Delta, B.C. V4K 2S9
Tel: (604) 946-3610
Fax: (604) 946-2956

Special Education Technology—British Columbia (SET-BC)
Serves students with physical disabilities, or visual impairments, who need to use special education technology.

Assesses students' need for technology, assists in program planning, loans special equipment and technical support, and holds inservice to support the use of the technology.

SET-BC Provincial Centre
105-1750 W. 75th Ave.
Vancouver, B.C. V6P 6G2
Tel: (604) 261-9450
Fax: (604) 261-2256

SET-BC Regional Centres

Vancouver Island/Central Coast
2260 Victor Street
Victoria, B.C. V8R 4C5
Tel: (604) 595-7511
Fax: (604) 595-7224

Lower Mainland/Southwest B.C.
105-1750 West 75th Avenue
Vancouver, B.C. V6P 6G2
Tel: (604)261-9450
Fax: (604)261-2256

Thompson/Okanagan
1401 15th Street
Vernon, B.C. V1T 8S8
Tel: (604) 549-9221
Fax: (604) 558-0098

Kootenay
689 Rotary Drive
Kimberley, B.C. V1A 1E4
Tel: (604) 427-7888
Fax: (604) 427-5301

Cariboo/Chilcotin
3005 11th Avenue
Prince George, B.C. V2M 1P6
Tel: (604) 562-9650
Fax: (604) 565-4235

North Coast
Resource Centre 825 Conrad Street
Prince Rupert, B.C. V8H 3B8
Tel: (604) 624-6621
Fax: (604) 624-6572

Nechako
Nechako Valley Secondary School
Box 950
Vanderhoof, B.C. V0J 3A0
Tel: (604) 567-4264
Fax: (604) 567-6490

Northeast B.C.
929-106th Street
Dawson Creek, B.C. V1G 2N9
Tel: (604) 782-9125
Fax: (604) 782-3204

Technology and Equipment

Computers and software benefit learners with intellectual disabilities in many ways. The computer provides a multi-sensory experience: giving visual cues through colour graphics and animation; auditory clues through music, voice and sound prompts; and tactile cues through the keyboard or touch screen. Software can aid these teaching strategies: model and demonstrate, drill and practice, problem solve and generalize. In addition, a program can detect areas of difficulty for the student and provide problem solving cues. Typing at a computer keyboard may require less motor coordination than writing with a pencil and paper.

The immediate feedback provided by the computer helps the learner measure progress and encourages a successful learning experience. Some individuals with intellectual disabilities may benefit from seeing and hearing the information displayed on the computer screen. This can be accomplished by using screen reading software and speech synthesizer devices.

How do computers help students?

The computer should be characterized as an impartial tutor, providing a risk-free, patient learning environment, as well as an active environment for creative and independent learning. When using a computer learners adjust and manipulate their own experiences by controlling the method of input (i.e., touch, voice), type of output (i.e. graphics, text and audio) and place of instruction. The different learning styles addressed through computer software can motivate the individual to participate more in the learning activity. Individuals can use the computer to maximize their strengths and to compensate for areas of weakness. With the growing emphasis on integrating students with disabilities into classes with their non-disabled peers, the computer can help all learners participate equally. Computer materials may be matched to many learning styles to help students with disabilities participate in the same setting as non-disabled students.

There are a variety of software programs for reading and language arts, math, cognitive reading skills and other areas. When choosing a program for a student, the teacher needs to consider the type of instructional methods, presentation options, record maintenance and utilities used in the programs. For ex-

ample, some programs use a combination of instructional methods: instruction and drill, drill and practice, tutorial, educational game and strategy building.

In addition, the use of options like colour graphics, hints, sound output and content may be significant in enhancing learning. For professionals in special education and rehabilitation, administrative and assessment programs may also be beneficial. Some software designed to be used in IEP development and team meeting record keeping is included under Additional Recommended Resources starting on page 86 of this guide.

Telecommunication Technologies

Community Learning Network

The Community Learning Network (CLN) is a telecommunications network maintained by the Technology and Distance Education Branch of the Ministry of Education. B.C. public school districts are able to obtain accounts on CLN for district staff, teaching staff and students for no charge. B.C. independent schools can acquire the same set of services for a nominal fee. The costs of accessing CLN (e.g., via B.C. Systems Corporation UDial ports) are the responsibility of the public or independent school district.

CLN offers a menu of information sources, services and learning materials as well as a wide range of international telecommunication services and resources, including e-mail, conferences, databases, gopher resources, World Wide Web resources and listserves. In addition, numerous resources have been developed specifically for B.C. teachers, including a set of classroom support documents, on-line training courses and various lists and conferences.

There are a number of sources of information about special education that can be accessed through CLN. The main menu includes the topic "Let's Talk B.C" which includes Conferences/Lists for B.C. Educators. Teachers of students with special needs may be interested in accessing several of the conferences listed. The B.C. Special Needs Teachers Conference and the conference of the B.C. Career Education Society may be of particular interest. The main menu also offers B.C. Education Partners which includes Special Education Information. By making this selection, teachers can access the most recent Special Education provincial policies, guidelines and resources.

Help is just a phone call away...

CLN Helpline:
1-800-661-8008

Integration Support Line:
1-800-876-8542

BCTF Online

BCTF Online is the British Columbia Teachers' Federation's online information service. BCTF Online is available on the Internet using the gopher client/server searching tool. The BCTF Online Gopher is accessible worldwide, as it is registered with the University of Minnesota and listed under Other Gopher and Information Servers, Canadian Gopher Servers. BCTF Online provides users with information such as the latest news from the federation; updates on key educational issues; information on education change, mainstreaming and integration; professional development opportunities; and topical research reports.

Telephone Services

A variety of support services can be accessed by telephone. In 1994, a 1-800 telephone service was established by the Ministry of Education, administered through a contract by the BCTF, to assist teachers, administrators and teachers' assistants working with students with special needs. The Integration Support Line (1-800-876-8542) was designed to assist users to access a variety of resources, including information regarding policies and procedures; local, community and provincial resources; adapted and modified materials; and professional development opportunities. It also provides users with opportunities to consult with experienced practitioners on a range of issues related to the integration of students with special needs.

B.C. Tel directories are an up-to-date source for local service contacts. Under the Community Services section you will find a Special Needs Resource Line and a section on People with Disabilities—Services listing local numbers in areas such as leisure and recreation; rehabilitation, employment, job training and education; respite; transportation; and support groups.

Support Organizations

There a number of provincial organizations that can provide information, support and advice related to specific disabilities. Some of the organizations are:

The Association of Severely Handicapped People (TASH)
206-5838 Fraser Street
Vancouver, B.C. V5W 2Z5
Tel: (604) 323-1433

Attention Deficit Disorder Support Association
1915 River Drive
New Westminster, B.C. V3M 2B1
or
9430 Williams Street
Chilliwack, B.C. V2P 5E1
Tel: (604) 792-3411

Autism Society of B.C.
1584 Rand Avenue
Vancouver, B.C. V6G 3P2
Tel: (604) 261-8888

B.C. Association for Community Living (BCACL)
300-30 East 6th Avenue
Vancouver, B.C. V5T 4P4
Tel: (604) 875-1119

B.C. Coalition of People with Disabilities (BCCPD)
204-456 West Broadway
Vancouver, B.C, V5Y 1R3
Tel: (604) 875-0188

B C. Council for Exceptional Children
c/o School District 38
7811 Granville Ave.
Richmond B.C V6Y
Tel: (604) 668-6057

Canadian Down Syndrome Society
206—12837 76th Avenue
Surrey, B.C., V3W 2W3
Tel: (604) 930-1113

Cerebral Palsy Association of B.C.
4423 Boundary Road
Vancouver, B.C. V5R 2N3
Tel: (604) 431-3822

Coalition of Organizations of Blind-Visually Impaired Consumers of B.C. and Yukon
334-3755 West 6th Avenue
Vancouver, B.C. V6R 1T9
Tel: (604) 691-4113

Family Support Institute
300-30 East 6th Avenue
Vancouver, B.C. V5T 4P4
Tel: (604) 875-1119

Fetal Alcohol Association
23351 Westminster Highway
Richmond, B.C. V6V 1C3
Tel: (604) 525-5069
or
4860 Mariposa Court
Richmond, B.C. V6V 1C3
Tel: (604) 271-9314

Learning Disabilities Association of B.C.
203-15463 10th Avenue
Surrey, B.C. V3R 1N9
Tel: (604) 588-6322

Society of Special Needs Adoptive Parents
1150-409 Granville Street
Vancouver, B.C. V6C 1T2
Tel: (604) 687-3114

Professional Specialist Associations

Teacher associations can also be a source of information, advice and networking. The BCTF can provide contact names and telephone numbers for teachers associations, including:

- B.C. Learning Assistance Teachers' Association
- B.C. School Counsellors' Association
- Hospital/Homebound P.S.A.
- Special Education Association

Resource Guide References

A Handbook for Integrated Case Management (Child and Youth Secretariat, 1993)

Choosing Options and Accommodations for Children (COACH): A Guide to Planning Inclusive Education (Michael Giangreco, Chigee J. Cloninger, and Virginia Salce Iverson, Paul Brooks Publishing Co., Toronto, 1993)

Circles of Friends: People with Disabilities and Their Friends Enrich the Lives of One Another (Robert Perske and Martha Perske, Abington Press, Nashville, Tennesse, 1988)

Gateway Provincial Resource Program's *Functional Skills Curriculum* (Gateway Press, 4812 Georgia Street, Delta, B.C., V4K 2S9)

Guidelines for Student Reporting for the Kindergarten to Grade 12 Education Plan, (Ministry of Education, 1994)

Gifted Education: A Resource Guide for Teachers (Ministry of Education, 1995)

Hard of Hearing and Deaf Students: A Resource Guide to Support Classroom Teachers (Learning Resources Branch, RB0033)

Healthy Schools: A Planning Guide for Classroom Teachers to Create a Healthier School Environment (Learning Resources Branch, RB0016)

Inclusive Education: A Parent Handbook for Parents (British Columbia Association for Community Living, Suite 300-30 East 6th Avenue, Vancouver, B.C., V5T 4P4)

Learning Together: Stories About Children, Regardless of Ability, Learning Side-by-Side (BCACL, 300-30 E. 6th Ave., Vancouver, B.C. V5T 4P4)

"Making it Work—Educating Special Needs Children in the Regular Classroom" (Kerby, C., & Ewankiw, S., School District 11, Trail)

McGill Action Planning System (Everyone Belongs with the MAPS Action Planning System, Teaching *Exceptional Children*, XXII, 2, pp. 32-35, 1990)

"Promoting Instructional Inclusion of Young Children With Disabilities in the Primary Grades" (Christine L. Salibury, Maria Mangino, Madeline Petrigala, Beverly Rainforth, & Susan Syryca, *Journal of Early Intervention*, XVIII, 3, pp. 311-322, 1994)

Programming for Students with Special Needs (Alberta Ministry of Education, Learning Resources Branch, 12360-142nd Street, Edmonton, Alberta, T5L 4X9, available fall of 1995)

Second Step: A Violence Prevention Curriculum, Primary Second Step Series (Committee for Children, 2203 Airport Way S., Suite 500, Seattle, AW 98134-2027, USA)

Students with Visual Impairments: A Resource Guide to Support Classroom Teachers (Learning Resources Branch, RB0016)

The BCTF Case Studies: Partners for Inclusion, No. 1-5: 1993-1994

1. *South Peace Secondary School,*
2. *Windsor Secondary School,*
3. *Sir Alexander Mackenzie Elementary School,*
4. *Peachland Primary and Elementary Schools,*
5. *George P. Vanier Secondary School,*

(British Columbia Teachers' Federation, 100-550 West 6th Avenue, Vancouver, B.C., V5Z 4P2)

The Independence Schoolhouse (video, Learning Resources Branch, RB0027)

The Universal Playground: A Planning Guide (Learning Resources Branch, FCG129)

"Tips for Adapting Environment, Adapting Presentation, Adapting Materials, Adapting Assistance, Modifying Goals, Adapting Evaluation, Representing Knowledge in Different Ways" (School District 42, Maple Ridge)

Ministry Resources: Available or Under Development

Accessible School Facilities: A Resource Guide for Planning (Ministry of Education, 1995)

Career and Personal Planning 8-12 Integrated Resource Package (Ministry of Education, 1995) and *Career and Personal Planning 8-12, A Resource for Schools* (Ministry of Education, 1995)

Awareness of Chronic Health Conditions: What the teacher needs to know (Ministry of Education, 1995)

Individual Education Planning for Students with Special Needs: A Resource Guide to Support Teachers (Ministry of Education, 1995)

Teaching for Student Differences: A Resource Guide to Support Teachers (Ministry of Education, 1995/6)

Work Experience Handbook (Ministry of Education, 1995)

Additional Recommended Resources

These resources have been reviewed and are recommended by the Learning Resources Branch of the Ministry of Education.

Behaviour Problems: A System of Management, Nelson Canada, Library Division. Recommended for grades K-12.

Basic Signing Vocabulary Cards-Set A, and B, Monarch Books of Canada, Ltd. Flash card kit used with signing demonstration to teach alternate communication system. Recommended for grades K-12.

Beginning Signing Primer Cards, Monarch Books of Canada, Ltd. Recommended for grades K-12.

Boardmaker, Mayer-Johnson Co. Software to design wordboards as alternate communication systems. Recommended for grades K-12.

Box Cars and One-Eyed Jacks, Books which describe 271 non-traditional games to teach math concepts. Recommended for grades K-9.

Checklist of Adaptive Living Skills Curriculum, Nelson Canada, Library Division. Curriculum based on real life experiences and skills necessary for independent living. Recommended for grades K-12.

Choosing Options and Accommodations for Children, Copp Clark Longman Ltd. Guide for planning inclusive program. Recommended for grades K-12.

Co: Writer, Tash, Inc. Software for word prediction skills. Recommended for grades 4-12.

Communication Board Builder 3.0 , Mayer-Johnson Co. Software to help teachers make communication boards for non-verbal students. Recommended for grades K-12.

Creative Drama in Groupwork, Monarch Books, Canada. Handbook with games and activities for students who have communication skills. Recommended for grades 2-12.

Curriculum Considerations in Inclusive Classrooms, Copp Clark Longman Ltd. Professional reference for people designing curriculum strategies and modifications fostering inclusion. Recommended for grades K-12.

Discover Together: A Disability Awareness Resource, Human Resources Development, Status of Disabled Persons. A teaching kit to raise awareness about the competencies of people with disabilities. Recommended for grades K-8.

Early Communication Skills, Monarch Books of Canada Ltd. Skills to develop language in non-verbal students. Recommended for grades K-3.

Everybody's Doing It, Mayer-Johnson Co. A source book for facilitating language development in students with language delays. Recommended for grades K-12.

I.E.P. Management System, Educational Activities. Software to develop and keep records for individual educational plans and team meetings. Recommended for grades K-12.

Introduction to Sign Language, Kinetic Inc. Video disc for beginning sign language. Recommended for grades 2-12.

Listen to This; Listen to These Nouns, and *Listen to Those Verbs and More!*, Mayer-Johnson Co. Auditory processing programs for language development which can be used with all students. Recommended for grades K-12.

Moving to Inclusion, Canadian Intramural Recreation Association. A teacher resource with modules and a video with implications for physical education instruction for the disabled. Recommended for grades K-12.

The Picture Communication Symbols Wordless Edition, Mayer-Johnson Co. A teacher resource to facilitate an augmentative communication system. Recommended for grades K-12.

Picture Sentence Key and Sentence Key, Mayer-Johnson Co. Software to help students with communications difficulties learn to make sentences. Recommended for grades K-9.

Restructuring for Caring and Effective Education, Copp Clark Longman Ltd. Professional reference to foster restructuring with inclusion.

The School and Home Enrichment Program for Severely Handicapped Children, Provincial Resource Centre for the Visually Impaired. A developmental skill manual with activities to develop functional life skills. Recommended for grades K-12.

Self-Care Sequential Cards, Gage Educational Publishing Co. Cards depicting everyday self care skills to teach self care, sequencing or task processing. Recommended for grades K-3.

Signed Finger Alphabet Cards and *Signed Number Cards*, Monarch Books of Canada Ltd. Printed and hand signs on flash cards 8 1/2 by 11 inches in size to promote communication. Recommended for grades K-12.

Simply Silly About Syntax, Mayer-Johnson So. Uses pictures to teach syntax for students who have low verbal expressive skills. Recommended for grades K-9.

The Social Skills Handbook, Monarch Books of Canada Ltd. Activities to help develop social skills for students with oral language skills. Recommended for grades 6-12.

Somebody Called Me a Retard Today. And My Heart Felt Sad, National Book Service. A child's book which develops awareness that all people have feelings about prejudice. Recommended for all students grades K-3.

Storybook Theatre, Sunburst/Wings for Learning. Software for story-making that could be used by students with special needs as well as primary general education students. Recommended grades K-4.

Support Network for Inclusive Schooling, Copp Clark Longman Ltd. Professional reference for inclusionary practices. Recommended for K-12.

Talk About It, Pro Ed. Activities to develop skills in oral language. Recommended for grades 2-6.

This One I Want, Mayer Johnson Co. For use in making communication boards for students. Recommended for grades K-7.

Towards Inclusive Education: Multi-level Instruction and *Towards Inclusive Education: Planning and Team Building* , B.C. Learning Connections Inc. Professional reference videos reflecting best practices of inclusionary instruction, planning and teamwork. Recommended for grades K-9.

A Word in the Hand—Book 2, Monarch Books of Canada Co. Ltd. Lesson plans in signing with skills games, practice and homework activities. Recommended for grades K-12.

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